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ABSTRACT

A project involving literature and demographic data reviews, survey development, survey administration, data analysis, and document preparation was conducted in West Virginia to determine why blacks do not have sufficient enrollments in vocational technical centers and secondary schools. Three separate multiple-choice questionnaires were developed and administered to secondary students (809), parents (315), and community college students (276) from selected schools throughout West Virginia. Counties and schools were selected according to black enrollment figures and location. Samples were selected from total populations using stratified, systematic random sampling procedures. While this was not a statewide survey, the task force was satisfied that adequate information was collected for use in making accurate decisions about black populations in vocational programs. Data revealed that while overt racial discrimination is not prevalent in West Virginia vocational education programs, some discriminatory practices may still be in operation. Both black and white respondents called for more and better information about vocational programs, and it was felt that more should be done to recruit blacks and other minorities. Lack of role models was also considered a problem. (Responses to the survey are presented without comment, and enrollment data and parent responses are appended.) (MN)

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ED 201 854

CONDUCT OF A SURVEY TO DETERMINE WHY BLACKS DO NOT HAVE SUFFICIENT ENROLLMENTS IN VOCATIONAL-TECHNICAL PROGRAMS IN COMMUNITY COLLEGES, AREA VOCATIONAL-TECHNICAL CENTERS, AND SECONDARY SCHOOLS; AND DEVELOPMENT OF STRATEGIES FOR INCREASING THE NUMBER OF STUDENTS ENROLLING IN VOCATIONAL-TECHNICAL PROGRAMS.

Developed by:

Research Coordinating Unit
Marshall University
Huntington, West Virginia

November, 1980

Prepared for:

The West Virginia Department of Education
Bureau of Vocational, Technical and Adult Education

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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PREFACE

The Research Coordinating Unit of Marshall University was contracted by the West Virginia Department of Education, Bureau of Vocational, Technical and Adult Education to conduct a study to determine whether or not there was discrimination against black students in vocational education programs. In addition to this specific task, the study related to student and parent understanding of vocational education and the available programs; their awareness of the student admission process to the programs; and their opinions regarding vocational education. Vocational students provided information on specific programs, their experiences within the programs, and their overall impressions of the vocational training afforded them. This report presents the findings of the study according to racial category and vocational or non-vocational program participation. This was not an experimental educational study but the results are considered to be representative of those populations included in the sample.

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Description of Study

The Research Coordinating Unit of Marshall University, as contracted by the West Virginia Department of Education, Bureau of Vocational, Technical and Adult Education, Conducted a project titled:

"Conduct of a survey to determine why blacks do not have sufficient enrollments in vocational-technical programs in community colleges, area vocational-technical centers, and secondary schools; and development of strategies for increasing the number of students enrolling in vocational-technical programs." (See Appendix A for complete project proposal.)

The survey process was initiated in May, 1979 and concluded in May, 1980. The process included the literature and demographic data review, survey development, survey administration, data analysis, and document preparation.

As indicated in the project title, students in selected community colleges, area vocational-technical centers, comprehensive high schools, and secondary schools were surveyed. Parents of secondary students were also surveyed. The sample size for each population was:

<u>Category</u>	<u>Number</u>
Secondary Students	809
Parents	315
Community College Students	276

These samples were selected from total school populations using stratified, systematic random sampling procedures. High school students were selected from class rosters, community college students were selected from the most recent enrollment sheets by the project coordinator or student affairs counselor, and parents of the selected high school students were surveyed. Black and white students and parents comprised the samples for comparison between racial populations.

(Blacks were surveyed as a total population when county or school black enrollments were less than 100 total students in grades 9 to 12. The sampling process for counties and schools with more than 100 black students provided that an equal number of blacks and whites were surveyed.) The white students were sampled at a rate of 5% of total white student enrollment utilizing systematic random sampling procedures.)

^ This was not a State-wide survey. Counties and community colleges were selected according to black enrollment figures and location in the State. Because the State of West Virginia does have a low percentage of black residents, around 3.6% of the total population, and eleven counties reported no black residents, the number of counties considered for selection as possible survey sites was reduced to 44. The task force was responsible for the county and community college site selection and chose the target sites from the 44 counties and 13 existing publicly supported colleges which offered approved vocational programs. Appendix B provides the demographic data utilized by the task force during the selection process.

The selection criteria for the counties were based upon the percentage of black enrollments Kindergarten to 12 in schools as extracted from the most recent Racial Ethnic Census (1975-76) data and the location of the county within the State. The counties were grouped into one of three categories of black population levels and the specific sites were selected from these groupings. All potential sites were grouped into High, Medium and Low population categories and the individual sites were assigned to one of the three categories. The groupings were based relative to one another and the terms High, Medium and Low were defined as:

- High: Any county with total black student enrollment above 5.25% of the total enrollment.
- Medium: Any county with total black student enrollment greater than 2.00% but less than 5.25% of the total enrollment.
- Low: Any county with total black student enrollment less than 2.00% of the total enrollment.

The counties selected by the task force from the respective categories for participation in the study were:

- High: Greenbrier, Kanawha and Mercer Counties
- Medium: Cabell, Hardy and Monongalia Counties
- Low: Braxton, Brooke and Wood Counties

Secondary students and their parents from these nine separate counties comprised the sample population. Results of the survey were compiled and reported according to one of the three categories but not on an individual county basis.

Not all secondary schools within each county were selected to participate in the study. All self-contained vocational-technical centers and comprehensive high schools in the selected counties were included. Feeder schools within the counties were selected by the project coordinator after consultation with task force members and local educational personnel. Ninth grade students in a junior high school, grades 7 to 12 school or grades 9 to 12 school were included in Braxton, Brooke, Greenbrier, Hardy, Kanawha, Mercer and Wood Counties. All selected schools were given the opportunity to decline participation but none chose that option. However, one school would not agree to an on-site survey administration and the survey was administered through the mail. Except for this school, all other sites fully cooperated with the project reported in this document.

(Community colleges were selected according to similar population criteria.) Consideration was given to information such as total undergraduate black enrollment, total black vocational-technical enrollment, black vocational-technical enrollment as a percentage of total black lower level enrollment (first two years, i.e., sophomore standing or less), and black population within the general area served by the respective community college.

Four community colleges or community college components were selected from the thirteen existing publicly supported post-secondary schools which offer approved vocational-technical programs. The schools and their location by county are:

- High: West Virginia State (Kanawha County)
- Medium: Marshall University (Cabell County)
Fairmont State College (Marion County)
- Low: Parkersburg Community College (Wood County)

All student enrollment information was compiled from the fall 1979-1980 Board of Regents enrollment records as reported by the individual schools.

The demographic data was reviewed and summarized by the RCU project coordinator and staff and provided to the task force members. Based upon this information, selected sites represented, in the opinion of the task force and project staff, locations which would provide the data needed to realize the objectives of

the project as delineated in the Project Proposal. Although not all counties or post-secondary schools in West Virginia were included in the project, the task force was satisfied that adequate information could be collected and used to make accurate decisions about the participation of blacks in vocational education courses and training programs.

Literature and Demographic Data Summary

An ERIC search was performed to identify literature related to black participation in vocational education published after 1974. The descriptors used for the search were:

Black Students, Blacks, College Students, Educational Methods, Educational Programs, High School Students, Minority Groups, Post-Secondary Students, Racial Discrimination, Student Attitudes, Trade & Industrial Education, Vocational Education, Vocational Interests

Approximately 40 ERIC and 20 Journal articles or books were identified by the search. A problem encountered throughout the review of the literature was the lack of information specifically related to black attitudes, perceptions and participation in vocational education. For the most part, minority studies included women, veterans, other ethnic or racial categories as well as blacks without data analysis by any particular category. Thus a composite minority overview was available but the data was not specific to blacks.

One source did serve as a general guide during this project. The Journal of the American Vocational Association (Volume 55, No. 1, January, 1980) investigated the relationship of vocational education to Black America. However, by the arrival of the publication, most of the planning was finalized and the prototype survey instrument developed, approved and ready for field testing. There were some interesting points made within the Journal but much of the information was pre-disposed towards large urban or inner city environments.

Some of the most interesting and significant information about black perceptions of and participation in vocational education were extracted from historical rather than research studies. In the opinion of many black leaders the major deterrents stem from the belief that blacks are provided inferior vocational-technical opportunities and training; that blacks, in reference to slavery and prior to Civil Rights Legislation, saw vocational training as exploitative, demeaning and a method

of relegation to second class employment, an attitude still mentioned by black leaders; that blacks, with some justification, believe they must be better qualified to compete equally with whites for similar positions, i.e. more education and training. Most leaders also suggested that blacks are insufficiently represented in the trades most common to vocational-technical training, resulting in a lack of career and role models for black students; that blacks, are not in position of authority or instruction in vocational education in general; and that opportunities for blacks are being diminished because as the wages and benefits rise for skilled and semi-skilled positions, there is an increased interest by non-black persons in these positions which results in fewer opportunities for blacks to gain entrance and become established in these fields.

These general perceptions have evolved over a number of years. Booker T. Washington, a renowned black leader in the late 19th and early 20th century professed a belief of becoming occupationally established and experienced in the trades. On the other hand William E. B. Dubois was a proponent of leadership training and assumption of influential positions in order to improve the condition of the black American. Washington's position of working within the white social structure was more acceptable to white leaders, while Dubois' demand for equality fell on insensitive if not deafened ears.

A fusion of these seemingly disparate positions has evolved in the past 20 years among blacks. Blacks are gradually assuming more leadership positions as a result of equal educational opportunity. Affirmative action programs have increased the access of blacks to positions in all levels of employment but especially in the skilled and professional fields. Problems remain with the image of vocational education but these seem more common within urban and inner city environments. As the historical stereotypes diminish, enthusiasm for the acceptance of and participation in vocational education are expected to improve for blacks as well as other populations.

West Virginia, unlike many of the areas utilized in other studies, has a very small black or other minority population. According to the 1970 census figures, 3.6% of West Virginians were black. This small percentage is reflected by low black enrollment in the schools. The 1975 Racial Ethnic Census conducted in the State identified 4.16% of all students enrolled in K-12 programs as black. County by county analysis (Appendix B) shows that 14 counties have county-wide black enrollments greater than the mean of 4.16%; 6 counties had black enrollments between 2.00% and 4.00%; 7 counties had black enrollments between 1.00% and 2.00%, and 28 counties had black enrollments of less than 1.00%.

These percentages reflect the low overall enrollments of blacks in all counties, grades K-12. The actual head count, as reported by the Ethnic Census, showed 11 counties with zero black students, 21 counties with less than 50 black students, 3 counties with 50 to 100 black students, and 20 counties with more than 100 black students.

Other aspects of the demographic data resulted in some change in the project focus. Based on the 1978 Vocational Education Data Services Reports for enrollments by racial background in vocational programs, 2,94 black students were identified as participants in vocational education programs. This translates into 4.06% of all black K-12 students enrolled in vocational education programs. In programs specifically related to the development of salable skills, there were 2,194 black students enrolled. Therefore, 3.93% of all vocational education students enrolled in bona fide programs were black.

Another way of viewing the data is in relation to program completers versus program leavers. The 1978-79 records indicate that of the 2,194 black enrollees, 562 successfully completed the course and 215 withdrew before completing the course. Thus, 25.6% completed and 9.75% withdrew. When compared with white student figures, 21.9% of the white students completed the program and 5.08% withdrew. The data used to compute these figures is included in Appendix C.

From this data, the conclusion was drawn that black student participation in vocational-technical education on a State-wide basis does not indicate a serious lack of involvement in the programs, at least when compared to the total number of students eligible to participate in vocational programs. However, because the numerical data did somewhat refute the belief that blacks do not participate at a level consistent with their representation within the total school population, the decision was made to conduct the project as an information collection vehicle. Rather than limiting the study to the singular topic of participation levels, the focus became the identification of opinions and attitudes about vocational education as reported by a random sample of students and parents representative of vocational and non-vocational program participants including members of the black and white racial categories. Specific questions were developed to identify discriminatory practices as well as more general issues related to vocational education programs and practices.

As far as the study of the community college vocational-technical students, categories of post-secondary students were identified which were similar to the secondary students classification. As summarized in Appendix B, there did not seem to be an aversion to vocational-technical programs by black students. Briefly, 2,284 or 5.82% of the students enrolled in public post-secondary institutions were black and, of these, 453 or 19.83% were identified as vocational-technical students. This compares with 35,837 or 91.29% of white students enrolled in the post-secondary institutions, of which 8,014 or 23.90% were identified as vocational-technical students. Of all 8,565 students enrolled in a vocational-technical program, 453 or 5.29% were black and 8,014 or 93.57% were white. Other minorities comprised the differences from 100% in the totals.

Again, these percentages seem to be consistent with expected participation levels based upon the percentage of black residents within the State. However,

percentages do not always indicate existence of equal opportunity in non-discriminatory practices. Therefore, the decision was made to gather information from black vocational and non-vocational students as well as white vocational and non-vocational students about issues considered to be underlying reasons for the attraction to and selection of a vocational or any other curriculum program. These decisions resulted in the development of three separate yet similar survey instruments designed specifically for this study.

Survey Development

(Three separate questionnaires were developed for this project.) Although the content was similar for all three surveys, the various populations required that the items and given responses differ somewhat. Forms were developed for secondary students, parents of secondary students, and adult and post-secondary education students to reflect their particular circumstances and knowledge about vocational-technical education. The exact items are provided in the "Results" section of this report.

The survey structure was designed to collect the maximum amount of information in the least amount of completion time. The survey represented a multiple choice instrument in that a person could select one or more responses representative of one's personal opinion from the set of given responses provided for each item. This design allowed for the development of structured objective items with the advantages of an open-ended format so that there would be response control without severely limiting the alternatives available to the sample populations.

All vocational and non-vocational students at the secondary level and the adult and post-secondary level completed the same items on the first two parts of their respective instruments. These items were of a more general nature and did not require participation in a vocational program for an opinion to be expressed. The items pertained to student background and personal information; career and educational plans; types, sources and quality of vocational-technical information; knowledge of program selection and admission processes; perceived self, parent and/or peer attitudes about vocational-technical programs; influence of race on student participation in vocational-technical programs; and methods of stimulating student interest in vocational-technical programs.

Part three of the secondary level survey and the adult and post-secondary level survey was completed only by those students currently enrolled in vocational technical programs. The requested information related to vocational field; program

choice and selection processes; treatment of students by school staff; likes and dislikes about the program; level of satisfaction with the training; and perceived utilization of the training after completion of the program.

The parent survey was developed as a two part instrument. Part one requested basic personal information. Part two addressed parent opinions about vocational-technical programs; their awareness of vocational-technical programs; their belief about the influence of race on student participation in vocational-technical programs; their attitudes about non-traditional program participation by students; and their attitudes about vocational-technical programs when compared to four year college degree programs. In addition, parents were invited to express their opinions in their own words about vocational-technical programs and these responses are presented in Appendix H.

The surveys were developed according to accepted instrument development procedures. The project coordinator and task force identified the types of information to be collected related to the project objectives. The coordinator reviewed and identified different item and survey structures, and, with the approval of the task force, adopted the objective, variable response format. Items were developed to collect the information necessary to make decisions and meet the project objectives. Drafts of the instruments were submitted to task force members for review and revision purposes. The adopted instruments were approved by the individual task force members.

In addition to the task force input, the drafts of the secondary student and parent questionnaires were sent to the superintendents and vocational directors in the participating counties. Each person was invited to review and suggest revisions before the field test was conducted. Except for wording changes and questions about level of reading ability and length of completion time, these recommendations did not affect the content or item format of either survey.

The adult and post-secondary level survey was reviewed by the task force and staff members from the participating post-secondary schools. Through written and

verbal exchange, item reorganization and rewording to better reflect the position of adult and post-secondary students was recommended. The changes were made prior to the field test which was conducted at Southern West Virginia Community College. The result of the field test indicated that the survey was satisfactory for the purposes of the project.

The secondary level survey field test consisted of a sample of 25 vocational students and 25 non-vocational students. The students were randomly selected and the project coordinator administered the survey under proposed administration conditions. After the students completed the survey, a discussion period was conducted in order to obtain student reactions and identify changes in item wording and structure.

Items which presented problems with interpretation were identified by the field test participants. Item rewording, with the assistance of the field test sample students, was performed on three items. The item which presented the most difficulty to students related to the ranking of students by race. This particular item was reconstructed into two separate items and resolved the confusion experienced by some students. These items appear as numbers 23 and 24 in the secondary level survey.

A topic originally not included as a separate item was suggested by the students. This related to strategies to increase student interest in vocational-technical education. This appears as item 25 on the final version. Except for these suggested changes, and some regrouping of the items by objective, the students reacted favorably to the survey. When asked specific questions about reading difficulty, ease of completion and clarity of instructions, the students responded that they had no problems.

As a result of the field test, comments made by the county reviews regarding reading level (too high), item wording (too complex), and item structure (too many alternatives) were compared to the actual field test results. In the opinion of the project coordinator and task force regarding revisions, student opinions were

weighted more heavily than the other reviewers' opinions because students would be completing the adopted version of the instrument. The inclusion of the field test resulted in a more compact, better worded instrument and the suggestions made by the students and subsequent incorporation of these suggestions resulted in a survey which was better suited to the student population.

The parent form was also reviewed by parents, task force members and select individuals in the various counties. Again, some rewording was suggested and the item related to the ranking of students by race was changed into two items which appear as items 12 and 13. There were no problems as far as the reading level but there were some concerns about the length. However, due to the variety of information needed to meet the requirements of the project objectives, the survey content and length was left intact.

Questions were raised regarding expected parent return rates but as with all surveys in which there is no personal contact for administration, this is a concern. Rather than mail the parent forms as originally planned, students were to deliver the forms home and return the survey to the school the next school day. This was expected to improve the return somewhat.

The purpose of the field test was to identify potential problems that might occur during the formal survey administration, determine completion time and improve the item wording and responses. Item structure and basic content were not changed significantly as a result of the field test procedure. The process did increase the confidence of the project coordinator and task force members in the ability of the developed surveys to collect pertinent data and meet the project objectives.

Survey Administration

The administration of the survey occurred between February 27th and April 12th, 1980 for the secondary students, their parents and adult and post-secondary students. All persons were randomly selected by the project coordinator with the assistance of staff members from the selected schools.

During the selection of the sample, conducted prior to the date of administration, the project coordinator either visited the schools and selected the student sample or met with the staff person assigned to assist with the survey within the school and outlined the appropriate selection procedure. Once the sample was selected, a date was set and time established for the administration of the survey to the students. Each school was given the option of self-administering the survey to their students or arranging for the project coordinator to administer the survey. Only two of the nine counties opted for the self-administration alternative and the project coordinator personally administered the survey in the seven other counties.

The survey was administered to all selected students in a single session within the school. The students were excused from their class, formed into a group and given the survey. There was no segregation by race or curriculum area during the administration. This served two purposes; one, to diminish the negative effects of any student group being singled out because of race and program; and two, to enable the project coordinator to observe student behavior and the relationships among students of different races and curricular tracts. Other reasons for the single session approach was that this method was the least disruptive, most efficient and guaranteed excellent returns from the student populations.

The process consumed between 20 to 30 minutes from the time of survey distribution to the collection of the materials. Instructions for completion were given immediately after the distribution. Students were informed why they were selected, how they were selected and why the survey was being conducted. There was no mention

made that the survey was primarily concerned with discrimination so that students would respond to the various items in an unbiased manner. Students were then instructed to complete the survey and ask questions if they encountered any problems with the items.

Upon completion of the survey, the coordinator and the assistant collected the completed forms and distributed the parent surveys to all students. The students were requested to take the form home, have one of their parents or guardians complete the form that night, and return the form in the provided envelope to the office the following morning. Arrangements were made for the returned parent surveys to be forwarded to the RCU and a stamped, addressed envelope was provided for each participating school.

Knowing the propensity for student forgetfulness related to taking forms home, the schools agreed to remind the students about the parent surveys via announcements over the public address systems. After three consecutive school days of reminders, those returned parent forms were forwarded to the RCU. Because the completion was voluntary, there were no penalties attached to the non-return of the forms by the students, but the cooperation by the students was stressed by the project coordinator and in-school assistant.

After the students completed their survey, the parent forms distributed and the questions answered, the students were given an opportunity to discuss topics related to vocational-technical education. The project coordinator served as the facilitator and moderated the proceedings. These discussions consistently produced information similar to that requested on the survey and contributed to the belief that the survey was valid and collected the types of information for which it was designed. These discussion periods lasted until the end of the period where student interest was greatest but did not overlap into successive class periods.

All but one school administered the survey to their students in the group session during the school day. This lone school consented to a mail survey of

students and parents. However, the returns from this school for both student and parent samples were low. Although the effect of the non-response may be considered insignificant on the overall project results, the lack of return made inferences about student and parent attitudes and perceptions relative to vocational-technical education in this location circumspect.

The survey of the adult and post-secondary students was organized differently because of the structure of these courses and classes. Two of the schools conducted the survey of their students through the student affairs and counseling services division. The designated persons worked with the project coordinator during the organizing and sampling phases of the survey but contacted the students and distributed the surveys on an individual basis. The counseling office served as the return point for the surveys, and once collected, the surveys were returned to the RCU.

The central office and course instructors served as the contact persons in the other two schools. In one school, all students participating in a career planning seminar were surveyed in class by the instructor. In the other school, students were given the survey in class by the instructor and asked to complete the form and return it to the central office. The project coordinator assisted with the organization and student selection processes but did not personally administer the survey. The coordinator did have regular contact with those persons responsible for the administration throughout the process.

The survey administration was considered to be the area which would present the most problems to the project coordinator. The nature of the study, the option of non-participation by the schools, and the reaction of students to an outside investigator were perceived as stumbling blocks to the successful collection of data. However, in order to minimize these administrative concerns, the project coordinator established and maintained personal contact with principals, counselors and vocational coordinators after the identification of the various schools was completed.

The cooperation of these schools made the on-site administration possible.

Since the study was voluntary, more problems were expected, but as the study continued the problems became virtually non-existent. This was attributed to the interest of the schools in this study as well as a reflection of their willingness to do what is necessary to improve education. The establishment of a line of communication between the schools and project staff also contributed to the success of the survey. The written and phone contacts, followed by personal visits to the schools prior to the administration, were considered important steps in cultivating cooperation within the schools. The right of the schools to decline the study demanded they were provided with good information regarding the study in general and their role within the study before making any decision about participation.

Since the project coordinator did have access to the majority of students completing the survey, the student reactions to the survey warrant some consideration. The students took the survey seriously and did not indiscriminately mark answers. Students seemed to answer the items individually, but there was some discussion between students and this was expressly permitted in the instructions. Students cooperated very well in all those schools frequented by the coordinator, and reports from those schools which performed the independent administration relayed similar information. A note of interest was that black students seemed to think that questions about race were becoming so commonplace that they were tired of reading about and answering them. The students as a whole felt race to be less of an issue than their own personal goals and expectations in relationship to their education and career plans.

If there is discrimination by the students, this was not apparent during the administration sessions. There was no self-imposed segregation of students and the rapport between students indicated that students are less influenced by the race of other students than was generally believed. The impressions were made on a limited amount of contact with the students but students made no reference to racial problems among students, and in schools with reported racial tension, vocational education was not identified as a contributor to racial problems.

Results of The Study

The Results of the survey are presented by the following tables. These tables are categorized by the population which responded to the various items. The items are organized and reproduced in the same order and identical wording to those used on the survey forms. The three separate forms and the percentage of people who responded to each item from the identified population are given.

The student respondents at both the secondary and post-secondary levels are identified by both race and educational program. Race is either black or white and the education program is either vocational or non-vocational. The percentages listed were calculated by dividing the number of persons responding to an item by the total number of respondents within a particular category. Thus, the black vocational students percentage represents that percentage of black vocational students who selected a particular response. This process holds true for the other three categories of black non-vocational students, white vocational students and white non-vocational students.

The calculations used for the parent survey were similar to those utilized for the student surveys except that parents were not associated with an educational program. Therefore, the percentage of black parents is the number of black parents who responded to an item divided by the total black sample population. The percentage of white parent responses were calculated in the same manner.

The size of the sample populations on which these results for secondary students are based was:

Black Vocational	77
Black Non-Vocational	160
White Vocational	203
White Non-Vocational	369
	<u>809</u>

VOCATIONAL-TECHNICAL EDUCATION SURVEY

Percent of Student Responses
by Race and Educational Program

Part A: Student Information

1. Grade:
 - A. 7th.
 - B. 8th.
 - C. 9th.
 - D. 10th.
 - E. 11th.
 - F. 12th.
2. Race:
 - A. American Indian.
 - B. Asian American
 - C. Black, not Hispanic.
 - D. Hispanic
 - E. White, not Hispanic.
3. Sex:
 - A. Female
 - B. Male
4. Age:
5. County:
6. Course of Study:
 - A. College Preparatory
 - B. General Studies
 - C. Vocational/Technical.
7. Student Status:
 - A. Full-time
 - B. Work Study.
8. Attend Classes At:
 - A. Regular High School
 - B. Regular High and Vocational/Technical Center
 - C. Jr. High School
 - D. Combined High School and Vocational/Technical Center

BLACK		WHITE	
VOC	NON VOC	VOC	NON VOC
—	—	—	—
—	—	—	—
—	21.2	2.0	16.8
5.2	16.9	5.4	31.7
50.6	28.1	50.7	26.3
42.8	33.1	41.4	25.2
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—
8.0	55.6	36.0	55.0
50.6	44.4	64.0	45.0
—	—	—	—
—	—	—	—
10.4	48.1	5.9	50.7
15.6	38.1	10.8	37.9
74.0	10.0	81.8	10.2
—	—	—	—
—	—	—	—
10.4	65.0	19.2	70.2
71.4	3.1	58.6	5.4
—	1.9	—	14.9
18.2	11.2	22.2	8.9

Education and Career Plans

9. Right now I plan:

- A. Not to complete high school.
- B. To complete high school and get a full-time job.
- C. To complete high school and continue my education in a vocational/technical training program.
- D. To complete high school and continue my education in a college.
- E. To enter the military.
- F. Other

BLACK		WHITE	
VOC	NON VOC	VOC	NON VOC
—	—	—	—
42.8	15.6	58.1	22.5
16.9	8.8	21.2	8.4
37.7	71.2	18.2	61.2
—	2.5	1.0	2.7
1.3	1.2	1.5	4.3

10. After I leave high school I plan to:

- A. Work full-time
- B. Enroll full-time in a four-year college.
- C. Enroll full-time in a community college.
- D. Enroll full-time in a vocational/technical school.
- E. Go to college part-time and work part-time.
- F. Go to vocational/technical school part-time and work part-time.
- G. Enter the military
- H. Don't know
- I. Other.

36.4	12.5	49.3	16.8
27.3	51.2	12.3	46.3
1.3	1.9	1.5	3.0
3.9	1.9	3.9	1.9
11.7	13.8	8.4	10.3
9.1	2.5	12.8	4.6
3.9	3.8	2.5	5.1
2.6	9.4	6.9	5.1
—	2.5	2.0	6.0

11. In three years I expect to be:

- A. A full-time student in a four-year college program.
- B. A full-time student in a vocational/technical program.
- C. Working full-time after receiving vocational/technical training.
- D. Working full-time in a field that does not require anymore school after high school.
- E. In the military.
- F. Don't know.
- G. Other.

33.8	7.5	13.3	47.2
2.6	46.9	3.0	1.1
31.2	5.0	41.4	7.0
14.3	8.1	20.7	11.4
6.5	5.0	2.5	5.1
6.5	13.1	12.3	11.4
1.3	16.2	4.4	13.6

Part B: Student Feedback

12. What was the quality of information you received about vocational/technical education and training before you had to decide if you wanted to enroll in a program?

- A. Very good.
- B. Good
- C. Fair
- D. Poor
- E. Did not receive any.
- F. Other.

BLACK		WHITE	
VOC	NON VOC	VOC	NON VOC
35.1	8.8	24.6	8.1
36.4	26.2	43.8	37.7
16.9	33.1	21.7	28.2
2.6	5.0	3.9	11.4
7.8	22.5	4.9	11.9
0			1.1

13. What types of information did you receive about vocational/technical programs before you had to decide if you wanted to enroll in a program?

- A. Number of job openings annually in your county related to the available training programs.
- B. Opportunities for advancement within the field.
- C. Starting salary and fringe benefits.
- D. Working conditions.
- E. On the job training programs offered through the school.
- F. Union or trade membership requirements prior to employment.
- G. Additional training opportunities available at the school which help with advancement after employment.
- H. Different jobs which hire persons with the skills that are taught in the programs.
- I. Job demand at the state and/or national level for the various programs.
- J. Local firms which hire people who complete the programs.
- K. Other

35.1	25.0	29.1	20.9
44.2	33.8	31.0	29.8
16.9	14.4	25.1	15.7
16.9	20.6	30.5	16.8
44.2	36.9	42.8	40.9
6.5	2.5	5.4	3.5
23.4	18.1	23.2	27.6
32.5	33.1	43.8	33.9
14.3	11.2	20.2	14.6
14.3	8.8	17.7	13.8
5.2	8.1	4.4	8.7

14. How did you get to know about vocational/technical programs offered in the local vocational school?

- A. Counselors talked with me in class.
- B. Teachers talked with me in class.
- C. Counselors passed out printed information.
- D. Heard about vocational/technical programs in an assembly.
- E. Went on tours of the vocational/technical school.
- F. Had to ask someone for it.
- G. Talked with vocational/technical students.
- H. Other

58.4	46.6	53.2	43.7
14.3	18.1	16.7	18.2
36.4	40.0	36.9	41.7
31.2	16.9	26.1	18.7
22.1	23.1	23.6	15.4
10.4	6.9	8.4	8.7
40.2	30.1	47.8	25.7
1.3	9.4	3.9	7.3

BLACK		WHITE	
VOC	NON VOC	VOC	NON VOC
77.9	17.5	80.3	21.4
3.9	21.9	2.0	28.7
10.4	40.0	11.3	33.9
5.2	14.4	4.9	7.0
	1.9	1.5	5.4
3.9	1.2	2.0	1.9
24.7	11.2	28.6	25.6
42.8	51.9	40.0	42.0
3.9	8.7	6.4	3.8
16.9	16.2	16.7	17.1
5.2	1.9	3.9	3.0
2.6	3.8	2.0	5.7
3.9	19.4	4.4	11.4
6.5	18.1	17.2	18.7
48.1	54.4	43.8	63.1
55.8	31.2	56.2	37.9
13.0	15.6	15.8	11.4
1.3	7.5	3.4	4.6

15. How much information did you receive about vocational/technical education and training before you had to decide if you wanted to enroll in a program?

- A. Enough to decide that I wanted to enroll.
- B. Enough to decide that I did not want to enroll.
- C. Not enough to decide on whether or not to enroll.
- D. Not any.
- E. Other.

16. Who provided the best information to you about vocational/technical education and training programs before you had to decide if you wanted to enroll in a program?

- A. Principal
- B. Vocational/Technical Teachers.
- C. Counselors
- D. Classroom Teachers
- E. Fellow Students.
- F. Parents.
- G. Other.

17. What grade were you in when you were told about the vocational/technical training programs offered in your vocational schools?

- A. 7th.
- B. 8th.
- C. 9th.
- D. 10th.
- E. 11th.
- F. 12th.

18. What were you told about getting into a vocational/technical program?

- A. I could enroll in any program that I wanted to take.
- B. I could enroll in any program that was not already filled.
- C. I could take what they said I was qualified to take.
- D. I could pick my first and second choices and would get into one of those two programs.
- E. I would be placed in a program best suited for my interests and abilities.
- F. I would have to choose a program that wasn't full if I didn't get my first or second choice.
- G. Nothing.
- H. Other.

19. What do your parent(s) think about the vocational/technical school and/or courses?

- A. That vocational/technical education is a good way to get ahead.
- B. That vocational/technical education is a good way to get the skills needed to get a job after finishing high school.
- C. That vocational/technical education is all right, but they wouldn't want me to enroll in a program.
- D. That vocational/technical education is not very good.
- E. That vocational/technical training is good for students who don't go to college.
- F. That so e vocational/technical training should be required of all students.
- G. That vocational/technical education is good for students who don't like school.
- H. That vocational/technical education is for students who don't get good grades in academic subjects.
- I. Other.

	BLACK		WHITE	
	VOC	NON VOC	VOC	NON VOC
	76.6	48.1	56.6	53.4
	22.1	15.6	32.5	21.2
	11.7	14.3	10.8	8.1
	41.6	27.5	40.1	20.0
	27.3	28.8	18.7	16.5
	13.0	8.1	13.3	7.3
	2.6	15.6	2.0	15.4
		4.4	1.5	2.7
	48.0	36.9	51.6	28.4
	74.0	53.1	80.7	54.7
	1.3	8.1	1.5	13.8
	2.6	1.2	1.5	3.8
	45.4	26.2	8.9	42.3
	10.4	10.6	16.2	10.6
	11.7	11.2	10.3	10.3
	9.1	8.1	6.9	14.1
	7.8	10.6	3.9	10.0

20. What do your friends think about the vocational/technical programs?

- A. They are a good way to get skills needed to get a job after finishing high school. . .
- B. They are okay, but they wouldn't take any of them.
- C. They are no better or worse than the college prep or general studies programs. . .
- D. They would like to be in vocational/technical programs.
- E. They don't know very much about them.
- F. They don't want the kind of training offered.
- G. They are an easy way to get six credits.
- H. They are too much of a hassle to get to and return from.
- I. They interfere too much with other school activities.
- J. They can't take some classes that they want and vocational courses at the same time.
- K. Other.

21. What are the reasons why you would want to enroll in a vocational/technical program?

- A. Prepares me to get a job after finishing the program.
- B. Gets me out of classes I don't like.
- C. Teaches me skills I'll be able to use all my life.
- D. Teaches me how to meet and work with new people.
- E. It is more interesting than other school work.
- F. Allows me to see and use what I am learning.
- G. Easy credit.
- H. I wouldn't have to sit at a desk all the time.
- I. I know people who like to go to the vocational school.
- J. I can get better grades at the vocational school.
- K. I have a better chance of getting a part-time job while I'm going to school.
- L. Other.

BLACK		WHITE	
VOC	NON VOC	VOC	NON VOC
77.9	55.6	74.9	52.8
14.3	18.1	14.3	22.5
10.4	12.5	5.9	7.8
41.6	28.8	36.0	16.3
24.7	28.8	27.1	28.2
5.2	8.8	3.9	10.3
28.6	22.5	21.7	18.2
2.6	5.0	5.4	6.0
14.3	9.4	9.8	10.6
24.7	15.6	21.7	20.6
2.6	3.4	3.9	6.0
74.0	54.4	81.3	56.1
5.2	7.5	10.8	9.2
72.7	56.9	80.3	59.9
57.1	39.4	58.1	30.4
23.4	15.0	39.4	19.5
48.0	35.6	54.7	35.8
13.0	12.5	11.8	11.9
7.8	11.2	19.7	15.7
13.0	7.5	13.8	6.8
10.4	8.8	15.8	6.0
42.8	36.2	32.5	33.1
1.3	4.4	1.5	6.5

22. What are the reasons why you would not want to enroll in a vocational/technical program?

- A. I won't learn anymore in a vocational/technical program than in any other school program.
- B. I have to leave my friends back at my regular school.. . . .
- C. My parents don't want me to take vocational/technical programs.. . . .
- D. My friends don't want to go to the vocational/technical school.. . . .
- E. I miss too many activities in my home school.. . . .
- F. I don't feel like I belong in either my home school or the vocational/ technical school.. . . .
- G. I don't know enough people who like it.
- H. Vocational students do too much work.
- I. I don't know anything about what I would learn in a program.
- J. There aren't any programs I would want to take.. . . .
- K. Too much of a hassle going to and coming back from the vocational school.
- L. Other.

23. Do you think a student's race has anything to do with whether or not he/she wants to go to the vocational/technical school?

- A. Yes.
- B. No
- C. Don't Know.

24. What are some reasons why the race of a student would influence whether or not he/she would go to the vocational/technical school?

- A. Not enough other students of the same race to to the school.
- B. Not enough teachers or other school staff of the same race work at the school. . . .
- C. Other students of the same race have had bad experiences in the school.
- D. A student's race influences the program he/she gets into.
- E. A student's race influences how he/she gets treated after he/she gets into the program.
- F. Race doesn't have much to do with going to the vocational/technical school.
- G. Other.

BLACK		WHITE	
VOC	NON VOC	VOC	NON VOC
9.1	11.9	3.0	7.0
11.7	11.9	22.7	16.0
3.9	7.5	3.4	11.9
3.9	6.9	4.9	6.8
22.1	16.9	23.6	22.8
10.4	5.6	4.4	4.9
5.2	10.6	5.4	9.8
3.9	3.8	3.4	1.4
9.1	18.8	10.3	18.2
13.0	23.1	8.4	27.6
11.7	16.9	15.8	13.8
10.4	10.6	11.3	14.1
6.5	13.1	6.9	7.3
75.3	60.6	83.2	78.3
16.9	21.9	8.9	12.5
46.8	52.5	35.0	38.5
27.3	24.4	10.8	10.3
16.9	20.0	10.8	21.7
10.4	13.1	7.4	7.6
26.0	24.4	14.3	17.9
67.5	39.4	63.0	62.6
	5.6	4.9	4.3

25. What could be done to get more students interested in vocational/technical education?

- A. Give students more information about what it is like to take classes and what you learn about in the programs.
- B. Give students a chance to visit the schools and watch students work.
- C. Give students an opportunity to take a course for only a year.
- D. Give students a chance to take more than one program.
- E. Give parents more information about the programs.
- F. Have students who are in vocational talk to 9th and 10th graders.
- G. Have people from the vocational/technical school talk to students more often and before the students get into high school.
- H. Offer different programs from what are offered now.
- I. Make anymore credits needed for graduation electives rather than having to take more math, english and social studies.
- J. Better career guidance.
- K. Offer mini-courses for a grading period or semester before you have to decide.
- L. Other.

BLACK		WHITE	
VOC	NON VOC	VOC	NON VOC
74.0	76.2	81.8	77.5
67.5	62.5	75.9	68.0
35.1	25.0	21.2	16.3
22.1	22.5	23.2	18.2
36.4	33.1	37.9	42.8
42.8	32.5	49.8	39.6
46.8	37.5	39.4	36.8
20.8	18.1	19.2	27.4
13.0	20.6	21.2	19.8
19.5	23.1	28.6	20.3
26.0	22.5	28.6	33.9
3.9	3.1	3.9	2.4

Part C: Vocational Student Responses

26. Which vocational field are you enrolled in?

- A. Agriculture.
- B. Distributive Education
- C. Health Occupations
- D. Home Economics
- E. Office Occupations
- F. Technical Occupations.
- G. Trade & Industrial Occupations.

BLACK	WHITE
VOC/STU.	VOC/STU.
2.6	11.3
9.1	3.0
6.5	3.9
16.9	5.9
15.6	18.2
20.8	15.3
23.4	41.4

27. Which vocational program within the field are you enrolled in? (Examples of programs are: agricultural production, retail sales, nursing aide, child care, secretarial studies, electronic technology and auto mechanics.)

28. What did you have to do to get into a vocational/technical program?

- A. Tell them what I wanted.
- B. Take tests.
- C. Fill out interest surveys.
- D. Talk to the teachers.
- E. Talk to the counselors.
- F. Decide which programs to take.. . . .
- G. Get a teacher recommendation(s).
- H. Get a counselor recommendation(s).
- I. Get parental permission.
- J. Other.

29. Which choice program are you enrolled in?

- A. 1st.
- B. 2nd.
- C. 3rd.
- D. Not one of my top three choices.

30. If the program you are in was not your first choice, did anyone explain to you why or how you got into the program.

- A. Yes.
- B. No

31. What reasons were given to you to explain why you got into a program that was not your first choice?

- A. I wasn't as qualified as other students.. . . .
- B. The course was already filled.. . . .
- C. They thought I would do better in a different program.
- D. They didn't think I could do the work.
- E. My grades and test scores weren't high enough.
- F. The quota for students from my school who got into the program was met.
- G. Not sure what the reasons were.
- H. Nobody gave me any reasons.
- I. Other.

BLACK VOC/STU.	WHITE VOC/STU.
55.8	63.0
2.6	2.5
15.6	13.8
22.1	18.2
67.5	57.2
50.6	51.2
10.4	4.9
16.9	12.8
36.4	30.0
	3.4
67.5	79.3
18.2	11.3
5.2	1.5
	3.4
32.3	23.2
37.7	27.1
2.6	4.4
29.9	25.1
9.1	6.9
1.3	3.0
5.2	1.0
7.8	4.4
10.4	6.9
9.1	6.9
1.3	8.9

- 28
32. Do you think every student who meets the program entrance requirements has an equal chance to get into her/his first choice of program?
- A. Yes
- B. No
- C. Don't Know.
33. If a person does not receive her/his first choice of program, what do you think the reasons are for someone not to get her/his first choice?
- A. Her/his grades or test scores weren't as good as other students who got in.
- B. Course was filled before she/he applied.
- C. Student didn't show enough interest.
- D. Race of the student worked against her/his selection.
- E. Sex of the student worked against her/his selection.
- F. Teachers don't want a student who would cause trouble.
- G. Teachers don't want a student with a bad attendance record.
- H. The people who selected the students for the program didn't think the student could do the work.
- I. The student I know almost always get the program they sign up for.
- J. Other.
34. Do you think any of the students in the vocational/technical school get treated differently by the teachers or other school staff?
- A. Yes.
- B. No
- C. Don't know.

BLACK VOC/STU.	WHITE VOC/STU.
74.0	77.8
10.4	8.4
13.0	12.3
22.1	19.2
72.2	79.3
26.0	25.6
14.3	1.5
15.6	10.3
26.0	16.7
23.4	20.7
11.7	5.9
33.8	36.4
2.6	1.5
24.7	33.0
54.5	54.7
20.8	10.8
	45

37. What are the things you don't like about vocational/technical education?

- A. I am not learning about what I thought I would.
- B. The teacher does not give me the help I need to learn the skills.
- C. I don't like what I do in class and am usually bored.
- D. I don't get a chance to show what I learn.
- E. I don't know how this will help me get a job.
- F. I don't get along with the teacher.
- G. I don't like the way the teacher teaches.
- H. I'm not doing as well as I thought I would.
- I. There's more math, reading and writing than I thought there would be.
- J. I don't get enough on-the-job training.
- K. The equipment in the class usually doesn't work and is not very good.
- L. The teachers know how to do the work but not how to teach me to do it.
- M. We seem to do the same thing a lot in class without knowing how it applies to what we are learning about.
- N. Other.

38. How would you rank your overall level of satisfaction with your experiences in vocational/technical education?

- A. Very satisfied, much better than I expected.
- B. Satisfied, as good as I expected.
- C. Dissatisfied, not as good as I expected.
- D. Very dissatisfied, much worse than I expected.
- E. Other

39. What would you do if you could enroll all over again?

- A. Enroll in the same vocational/technical program.
- B. Enroll in a different vocational/technical program.
- C. Take some vocational/technical courses, but not be a vocational/technical student.
- D. Enroll in the college preparatory program in my home school.
- E. Enroll in a general studies program in my home school.
- F. Other.

BLACK VOC/STU.	WHITE VOC/STU.
13.0	4.4
9.1	7.4
20.8	7.9
9.1	5.9
6.5	2.5
3.9	4.9
5.2	10.8
13.0	10.3
4.2	8.9
15.6	10.3
9.1	14.3
9.1	7.9
14.3	10.8
5.2	14.3
35.1	42.4
54.5	47.3
2.6	5.9
2.6	.5
2.6	1.5
45.4	76.4
35.1	14.3
5.2	1.5
7.8	1.5
1.3	2.0
	1.5

40. What are your plans after you complete your vocational/technical program.

- A. Get a full-time job in the same field.
- B. Get a full-time job in a related field.
- C. Get a part-time job in the same field.
- D. Get a part-time job in a related field.
- E. Enroll in a college but not in a vocational/technical program.
- F. Enroll in a college vocational/technical program.
- G. Work at a job and go to school at the same time.
- H. Enlist in the military and get more training in the same field.
- I. Don't know
- J. Other.

BLACK VOC/STU.	WHITE VOC/STU.
35.1	38.4
14.3	17.7
4.2	3.9
2.6	2.0
10.4	7.9
5.2	8.4
13.0	8.9
9.1	2.0
3.9	5.9
	1.0

**% of Student Responses
by Race and Educational Program**

1. Program:	A. Adult Supplementary
	B. Adult Preparatory (Certificate)
	C. Associate Degree
	D. BA or BS Degree
2. Sex:	A. Female.
	B. Male
3. Age	
4. County	
5. Race:	A. American Indian
	B. Asian American
	C. Black, not Hispanic
	D. Hispanic
	E. White, not Hispanic
6. School Setting:	A. Two Year Community College
	B. Four Year College.
	1. Community College Component.
	2. Branch Campus.
	C. Community Vocational Center.
7. Area of Study:	A. Engineering and Sciences
	B. Liberal Arts
	C. Pre-Professional
	D. Vocational-Technical
	E. Undecided
8. Student Status:	A. Full-time
	B. Part-time
9. A. Resident Student	
B. Commuter	

BLACK		WHITE	
VOC	NON VOC	VOC	NON VOC
			3.2
	4.4	3.1	.8
93.8	60.9	2.1	42.4
6.3	34.8	81.3	52.0
75	69.6	66.7	60.0
25	30.4	33.3	39.2
43.8	30.4	41.7	36.8
53.1	60.9	57.3	56.8
			1.6
6.3	8.7	17.7	29.6
12.5	8.7	3.1	22.4
25	60.9	15.6	21.6
40.6	8.7	51.0	8.0
6.3	8.7	9.4	12.0
84.4	87.0	74.0	80
12.5	13.0	25.0	44
43.8	60.9	30.2	41
37.5	26.1	61.5	70
			53

Education and Career Plans

10. After finishing the program I am now in, I plan to:

- A. Work full-time in that area.
- B. Enroll in a 4 year degree program.
- C. Enroll in a vocational-technical program
- D. Go to school part-time and work part-time.
- E. Go to graduate school.
- F. Undecided.
- G. Other.

11. In three years I expect to be:

- A. In school full-time.
- B. Working full-time in the field I am currently studying
- C. Working full-time but not necessarily in the field I am currently studying
- D. Going to graduate school
- E. In the military.
- F. Other.

Part B: General Opinions

12. What was the quality of information you have received about vocational-occupational training programs prior to enrolling in this school?

- A. Very good.
- B. Good
- C. Fair
- D. Poor
- E. Very poor.
- F. Did not receive any.
- G. Other.

BLACK	NON	WHITE	
		VOC	NON
VOC	VOC	VOC	VOC
68.8	47.8	62.5	41.6
9.4	17.4	5.2	13.6
		1.0	1.6
6.3	13.0	5.2	2.4
12.5	4.4	3.1	16.8
3.1	8.7	17.7	13.6
	8.7	4.2	7.2
9.4	8.7	6.3	13.6
71.9	56.5	63.5	51.2
9.4	17.4	20.8	16.0
	4.4	2.1	11.2
9.4	8.7	6.3	4.0
12.5	17.4	16.7	7.2
40.6	21.7	32.3	28.0
18.8	30.4	28.1	24.8
6.3		30.2	11.2
	8.7	26.0	4.8
15.6	17.4	2.1	20.8
		16.7	.8

13. What types of information did you receive about vocational-occupational training programs before you enrolled in this school?

- A. Number of job openings annually in your county related to the available training programs
- B. Opportunities for advancement within the field
- C. Starting salary and fringe benefits.
- D. Working conditions
- E. On-the-job training programs offered through the school.
- F. Union or trade membership requirements prior to employment
- G. Additional training opportunities available at the school which help with advancement after employment
- H. Different jobs which hire persons with the skills that are taught in the programs.
- I. Job demand at the state and/or national level for the various programs
- J. Local firms which hire people who complete the programs.
- K. Other.

- 34 14. How did you get to know about the vocational-occupational education and training programs offered at this school?

- A. Talked with my friends
- B. Heard about them from my co-workers.
- C. Read about them in the newspapers.
- D. Saw advertisements from the school
- E. Went to the schools and asked about their programs
- F. Talked with the college counselor(s)
- G. Talked with the high school counselor(s)
- H. Remembered about the programs from high school
- I. Referred by an employment agency (Employment Security, Manpower, CETA, etc.)
- J. Don't know about what is offered at this school.
- K. Other.

BLACK		WHITE	
VOC	NON VOC	VOC	NON VOC
15.6	26.1	16.7	23.2
46.9	34.8	32.3	32.0
21.9	13.0	28.1	31.2
18.8	30.4	30.2	24.0
21.9	34.8	26.0	24.8
	8.7	2.1	4.8
18.8	13.0	16.7	12.8
28.1	13.0	30.2	20.8
28.1	17.4	27.1	21.6
12.5	13.0	18.8	11.2
6.3	13.0	9.4	13.6
37.5	17.4	33.3	33.6
6.3	4.4	8.3	12.8
6.3	4.4	16.7	9.6
9.4	8.7	17.7	19.2
18.8	8.7	17.7	16.8
28.1	13.0	35.4	26.4
21.9	21.7	19.8	19.2
9.4		9.4	11.2
6.3		3.1	3.2
3.1	21.7	5.2	17.6
9.4	13.0	4.2	4.8

15. Where would you expect to get the most accurate information about vocational-occupational training programs offered at this school?

	BLACK		WHITE	
	VOC	NON VOC	VOC	NON VOC
A. From the vocational-technical school	53.1	34.8	49.0	45.6
B. From people enroll in the programs	37.5	34.8	41.7	40.8
C. From people who graduated from the programs.	31.3	30.4	46.9	38.4
D. From my co-workers			5.2	7.2
E. From an employment agency.	6.3		8.3	6.4
F. From my friends.	9.4	4.4	12.5	9.6
G. From my employer	6.3	4.4	10.4	8.8
H. From my own investigations of the programs	34.4	13.0	37.5	30.4
I. From the college counseling centers.	53.1	52.2	52.1	52.8
J. From newspapers and the radio.	3.1	4.4	10.4	3.2
K. From the high schools in the area.	9.4	17.4	13.5	12.8
L. Other.		4.4	1.0	

16. Have you ever considered enrolling in a vocational-occupational training program?

A. Yes.	65.6	47.8	70.8	48.8
B. No	31.3	52.2	27.1	49.6

17. When did you consider enrolling in a vocational-occupational training program?

A. During my junior year in high school	3.1	13.0	12.5	10.4
B. During my senior year in high school	12.5	17.4	15.6	16.0
C. After leaving high school.	15.6	17.4	26.0	12.0
D. After I was already working at a job	12.5	13.0	20.8	15.2
E. In between jobs.	6.3		4.2	4.0
F. While I was in college	40.6	17.4	20.8	8.8
G. I've never really thought about it very seriously.	12.5	39.1	14.6	31.2
H. Other.	6.3		4.2	4.0

18. What are the reasons why you would consider enrolling in a vocational-occupational training program?
- A. Need the courses to keep a job
 - B. Prepares me to get a job in a shorter period of time than a 4 year college program
 - C. Easier to get into a program
 - D. Classes are offered at convenient times.
 - E. I'm able to get the job training I want without taking a lot of unnecessary courses.
 - F. Makes me more qualified to get a raise and/or promotion.
 - G. Required by an employer.
 - H. More jobs are available to vocational-technical program graduates than 4 year program graduates.
 - I. Less expensive than a 4 year degree program.
 - J. Courses seem more interesting than other types of college courses.
 - K. My friends are enrolled in the programs.
 - L. Other.
19. What are the reasons why you would not consider enrolling in a vocational-occupational training program?
- A. Not interested in the programs that are offered.
 - B. Would not help me reach my career and/or job goals
 - C. Don't get a chance to participate in school activities such as fraternities, sororities, sports programs, social events, etc.
 - D. The education offered is not very good
 - E. Don't know enough about the programs that are available.
 - F. More and better job opportunities exist for people with a college degree
 - G. Not sure what program I would take or like
 - H. No different from high school vocational courses
 - I. Too hard to transfer credits to a college degree program
 - J. Don't know enough other people who enroll in the programs.
 - K. Not as much prestige or status as college degree programs.
 - L. Other.
20. Do you think that the race of a person influences whether or not he/she enrolls in a vocational-occupational training program?
- A. Yes.
 - B. No
 - C. Don't know

BLACK		WHITE	
VOC	NON VOC	VOC	NON VOC
9.4	26.1	13.5	15.2
56.3	43.5	56.3	46.4
18.8	8.7	12.5	5.6
9.4	8.7	22.9	12.8
53.1	47.8	43.8	34.4
18.8	34.8	33.3	24.0
	21.7	4.2	8.8
21.9	21.7	12.5	4.8
18.8	21.7	19.8	26.4
21.9	8.7	27.1	12.0
3.1		2.1	1.6
6.3	8.7	8.3	11.2
12.5	30.4	13.5	30.4
9.4	34.8	12.5	37.6
9.4	4.4	3.1	12.0
6.3	4.4	6.3	5.6
15.6	34.8	17.7	25.6
21.9	13.0	13.5	20.8
12.5	13.0	8.3	20.0
6.3	4.4	4.2	4.0
12.5	13.0	15.6	10.4
3.1		3.1	4.8
3.1	13.0	11.5	12.0
9.4	4.4	11.5	4.0
9.4	13.0	10.4	17.6
68.8	52.2	61.5	55.2
15.6	21.7	27.1	25.6

21. What are the reasons why a person's race would influence whether or not he/she enrolls in vocational-occupational training programs?

- A. Not enough persons of the same race enroll in the programs
- B. Not enough instructional or other school staff of the same race teach the classes or work at the school.
- C. Instructors tend to discriminate against persons of certain races.
- D. Certain races are discriminated against by employers when students look for work after graduation.
- E. Race affects how a person views the attractiveness of vocational-occupational programs
- F. The types of training limits the career and job opportunities for persons of certain races.
- G. Race doesn't have much influence on whether or not a person enrolls.
- H. Other.

	BLACK		WHITE	
	VOC	NON VOC	VOC	NON VOC
	6.3	8.7	26.0	21.6
	3.1	21.7	7.3	12.8
	21.9	8.7	15.6	15.2
	28.1	39.1	19.8	20.0
	9.4	8.7	8.3	15.2
	15.6	17.4	5.2	9.6
	46.9	43.5	51.0	44.8
	3.1	8.7	5.2	7.2
22. What do you think about vocational-occupational training programs?				
	65.6	65.2	68.8	61.6
	50	43.5	63.5	61.6
	18.8	34.8	31.3	36.0
	15.6	30.4	9.4	32.0
	46.9	39.1	40.6	32.8
	37.5	39.1	36.5	35.2
	28.1	39.1	38.5	37.6
	3.1	8.7	4.2	16.8
	3.1		1.0	1.6

37

23. What do you think could be done to get more people interested in vocational-occupational training programs?

- A. Put more information about them in the newspapers.
- B. Have more TV and radio advertising
- C. Go into local businesses and industries and talk to the workers and employers. . . .
- D. Offer classes at different times
- E. Charge less for the classes.
- F. Talk to people about them when they are in high school
- G. Set up training programs for the local businesses and industries and hold them at the local vocational schools
- H. Work together with the employment agencies and government work programs.
- I. Arrange for child care services.
- J. Offer career counseling at the local vocational schools for people out of high school.
- K. Have open houses at the vocational schools for the community residents.
- L. Other.

24. What do your friends and other people in the community think about vocational-occupational training programs?

- A. They are good for the community.
- B. They help attract industry to the area
- C. People can stay in the area and still get a good education
- D. People are able to work and go to school at the same time.
- E. Job training and retraining services are there for people who are unemployed or want to go back to work
- F. People who don't want to get a 4 year college degree have a chance to go to school .
- G. There should be more and different types of programs offered
- H. They don't know very much about them
- I. They don't care if they are around or not.
- J. The programs are not related to what the community wants or needs.
- K. I don't know what others think about the programs.
- L. Other.

	BLACK		WHITE	
	VOC	NON VOC	VOC	NON VOC
	37.5	56.5	42.7	45.6
	18.8	43.5	32.3	40.0
	37.5	21.7	35.4	36.8
	25	26.7	29.2	28.8
	15.6	30.4	25.0	16.0
	56.3	52.2	61.5	63.2
	28.1	39.1	32.3	44.0
	34.4	30.4	31.3	31.2
	9.4	21.7	17.7	18.4
	31.3	39.1	45.8	48.0
	3.1		4.2	2.4
	37.5	34.8	33.3	33.6
	12.5	8.7	21.9	14.4
	21.9	34.8	56.3	34.4
	43.8	34.8	47.9	43.2
	28.1	26.1	21.9	26.4
	3.1	30.4	34.4	40.8
	15.6	21.7	16.7	16.0
	9.4	17.4	9.4	16.0
	3.1	4.4	3.1	1.6
	3.1	4.4	1.0	1.6
	18.8	34.8	26.0	36.0
	3.1		2.1	

PART C: VOCATIONAL STUDENT RESPONSES

BLACK VOC/STU.	WHITE VOC/STU.
15.6	3.1
3.1	9.4
6.3	1.0
43.8	29.2
6.3	25.0
6.3	15.6
56.3	24.0
34.4	72.9
15.3	20.8
34.4	42.7
6.3	6.3
12.5	11.5
15.6	6.3
	4.2
12.5	7.3
15.6	26.0
43.8	54.2
	2.1
	1.0
15.3	50.0
6.3	3.1
9.4	2.1

		BLACK VOC/STU.	WHITE VOC/STU.
30.	What did you have to do in order to get into the program you are enrolled in?		
	A. Sign up for it at the school.	40.6	37.5
	B. Sign up for it at work.		4.2
	C. Get accepted at the college.	56.3	72.9
	D. Talk with the course instructor before enrolling.. . . .	18.8	20.8
	E. Take tests.. . . .	9.4	24.0
	F. Fill out interest surveys.	9.4	4.2
	G. Talk to the school counselor.	12.5	27.1
	H. Be recommended by my employer or a teacher.	3.1	4.2
	I. Other	3.1	1.0
31.	Who encouraged you to enroll in a vocational-occupational training program?		
	A. Friends	15.6	24.0
	B. Parents.. . . .	18.8	28.1
	C. Employer.		4.2
	D. Husband		3.1
	E. Wife.	3.1	2.1
	F. Co-workers.		3.1
	G. A high school teacher	6.3	11.5
	H. A high school counselor	12.5	9.4
	I. Other relatives	3.1	6.3
	J. College instructors	3.1	7.3
	K. College counselors	3.1	11.5
	L. Nobody in particular.	40.6	36.5
	M. Other.	9.4	9.4
32.	Do you think people in the programs are treated any differently by school staff or students because of the person's race?		
	A. Yes	9.4	5.2
	B. No	84.4	82.3
	C. Don't know		13.5

33. If race influences how people in the programs are treated by school staff or other students, what are some of the differences that you are aware of?

- A. Members of the school staff give more help to students who are the same race as the school staff member.
- B. Students of the same race stick together and don't mingle.
- C. Black students are hassled more than white students.
- D. Race doesn't seem to make any difference in the way people are treated.
- E. Members of the school staff do not go out of their way to help a person of a different race.
- F. Whites get to use the better equipment during class more than the blacks.
- G. Whites get told about the better job openings before the blacks do.
- H. The sex of a person seems to be more of a factor than race as far as treatment given by other students and school staff.
- I. All the people in the class are the same race so I don't know if there are different treatments because of race.
- J. There does not seem to be discrimination against a person because of his/her race.
- K. There does seem to be discrimination against a person because of his/her race.
- L. Other.

34. What would be the reasons for you to recommend vocational-occupational training to other people?

- A. There are good jobs available after a person finishes the training.
- B. The education is good.
- C. A person can take what he/she want to.
- D. A person can make more money in vocational-occupational jobs than in jobs that require a 4 year college degree.
- E. A person can learn the skills that he/she wants to learn about.
- F. A person can hold a regular job and still go to school.
- G. A person doesn't have to spend a lot of money to get a good education.
- H. I personally like the program I am in.
- I. The training opens up a lot more job possibilities for a person.
- J. A person can learn skills that employers want their workers to have.
- K. Other.

BLACK VOC/STU.	WHITE VOC/STU.
9.4	9.4
12.5	7.3
12.5	4.2
	20.8
9.4	5.2
	2.1
12.5	1.0
6.3	3.1
	4.2
28.1	34.4
21.9	18.8
3.1	4.2
50	56.3
40.6	56.3
31.3	41.7
9.4	12.5
56.3	57.8
31.3	51.0
21.9	28.1
18.8	49.0
28.1	39.6
28.1	34.4
9.4	

35. What would be the reasons for you not to recommend vocational-occupational training to other people?

- A. There are not enough jobs related to the programs that are offered.
- B. The education is not very good.
- C. The programs do not prepare a person the way they should.
- D. The training is good for only second rate jobs.
- E. There is not enough program variety offered at the school
- F. The program courses offered are at times hard to take.
- G. The programs cost too much.
- H. A person has to spend too much time doing course work away from class
- I. I don't like what I have taken.
- J. A person has to move away to get a job that he/she gets trained to do
- K. Obvious discrimination at the school because of a person's race
- L. Other

BLACK VOC/STU.	WHITE VOC/STU.
6.3	8.3
6.3	2.1
6.3	2.1
3.1	3.1
9.4	9.4
9.4	5.2
6.3	6.3
	9.4
3.1	4.2
12.5	5.2
3.1	2.1
9.4	13.5

36. What is your level of satisfaction with the overall quality of the program in which you are enrolled?

- A. Very satisfied, much better than I expected
- B. Satisfied, as good as I expected.
- C. Dissatisfied, not as good as I expected
- D. Very dissatisfied, much worse than I expected.
- E. Other

21.9	26.0
53.1	54.2
12.5	12.5
	1.0
	2.1

37. Based on your experiences in your vocational-occupational program to date, what would you do if you could choose to enroll all over again?

- A. Enroll in the same program.
- B. Enroll in a different program
- C. Enroll in a 4 year degree program
- D. Enroll in a 2 year non-vocational-occupational program.
- E. Not enroll in any of the programs offered.
- F. Other

46.9	67.7
3.1	9.4
12.5	11.5
3.1	1.0
9.4	1.0
6.3	2.1

PARENT SURVEY

% of Parent Responses by Race

Part A: Parent Information

1. Race: A. Black
B. White
2. Sex: A. Male
B. Female
3. County
4. Do you, at the present time, have:
A. A daughter enrolled in high school vocational-technical education?
Yes
No
B. A son enrolled in high school vocational-technical education?
Yes
No
5. Have you ever had:
A. A daughter enrolled in vocational-technical education?
Yes
No
B. A son enrolled in vocational-technical education?
Yes
No

Black	White
=	=
	29.8
	64.5
36.0	23.8
50.0	67.2
30.0	28.6
44.0	62.3
34.0	22.6
50.0	69.0
24.0	27.5
46.0	58.9

Part B: Parent Opinions

6. I think the overall quality of vocational-technical education is:
A. Very good
B. Good
C. Fair
D. Poor
E. Very poor
F. Don't know
G. Other

58.0	36.6
36.0	37.4
2.0	10.6
	.3
	.8
2.0	13.2
	.3

	Black	White
7. In practice, high school vocational-technical education is:		
A. As good as or better than a college preparatory education	42.0	24.2
B. As good as or better than a general studies education	34.0	41.1
C. Not as good as a college preparatory education	12.0	9.8
D. Not as good as a general studies education	—	3.0
E. Good for students who do not want to go to college	76.0	75.8
F. Good for students who are poor academic students	40.0	33.6
G. Good for students who do not like school	22.0	30.6
H. Good for all students	34.0	40.4
I. Other	2.0	3.8
8. Where did you get information about local vocational-technical education programs?		
A. My daughter/son told me about them	76.0	59.2
B. I talked with the school counselor about them	10.0	4.9
C. I talked with the school teacher about them	4.0	6.0
D. I visited the vocational-technical school with my daughter/son	2.0	9.8
E. I visited the school by myself	14.0	10.9
F. I heard about vocational-technical education on the radio or television	20.0	12.8
G. I read about vocational-technical education in the local papers	16.0	23.0
H. I have taken some vocational-technical courses	16.0	12.1
I. I don't know very much about vocational-technical education	16.0	22.6
J. Other	4.0	8.3
9. If my daughter/son wanted to enroll in a high school vocational-technical program, I would:		
A. Be pleased with her/his decision	70.0	67.2
B. Encourage her/him to enroll	60.0	54.3
C. Let she/he do what she/he wanted	22.0	47.2
D. Try to talk she/he out of enrolling	—	.8
E. Not support her/his decision	2.0	.3
F. Not give permission	—	—
G. No opinion	—	2.6
H. Other	2.0	4.5

10. What are the reasons for you to support high school vocational-technical education programs?

	Black	White
A. They can help students develop skills needed to get a job after they finish school .	96.0	91.7
B. They can help to train or retrain community members.	30.0	40.4
C. They can help to attract industry to the area.	18.0	24.2
D. They can help to meet manpower needs and to improve worker productivity.	34.0	37.4
E. They can help students become more interested in going to school	36.0	60.0
F. They can help students with different kinds of talents to develop their special talents	64.0	71.7
G. They can help students decide what occupation they want to choose.	66.0	66.0
H. They can help students learn to believe in themselves.	48.0	48.3
I. They can help students to learn how to use their hands as well as their brain. . . .	56.0	65.3
J. Other.	2.0	3.4

11. What are reasons for you not to support high school vocational-technical education programs?

A. The quality of the education is not good	4.0	4.2
B. Students in vocational-technical education are no better prepared to get a job than any other students	2.0	4.9
C. Most programs result in only second rate jobs.	14.0	3.8
D. There is discrimination as far as students being selected for their program preferences	12.0	4.5
E. Vocational-technical education does not help people get ahead.	4.0	.8
F. Vocational-technical schools are not as good as regular high schools	4.0	3.0
G. The training is too limited for students	26.0	15.1
H. Students learn to use their hands but not their brains	4.0	2.3
I. Students won't get a job in the field for which they are being trained	12.0	5.7
J. Other.	2.0	14.0

12. Do you think a student's race has anything to do with whether or not she/he wants to go to the vocational-technical school?

A. Yes.	10.0	3.0
B. No	76.0	81.5
C. Don't know	14.0	14.3

	Black	White
13. What are some reasons why the race of a student would influence whether or not she/he would go to the vocational-technical school?		
A. Not enough other students of the same race go to the school	38.0	17.7
B. Not enough teachers or other school staff of the same race work at the school	22.0	5.6
C. Other students of the same race have had bad experiences in the school	16.0	7.2
D. A student's race influences the program she/he gets into	8.0	1.9
E. A student's race influences how she/he gets treated after she/he gets into the program	18.0	3.0
F. Race doesn't have much to do with going to the vocational-technical school	52.0	64.5
G. Race influences the types of jobs offered to students after training	22.0	7.9
H. Other	—	6.0
14. If I had a daughter and son who wanted to enroll in a high school vocational-technical program I would:		
A. Permit both of them to enroll	92.0	91.3
B. Permit the son but not the daughter to enroll	—	.8
C. Permit the daughter but not the son to enroll	—	.3
D. Not permit either one to enroll	—	.3
E. No opinion	6.0	4.1
F. Other	—	1.5
15. If my son wanted to enroll in a high school vocational-technical program not usually associated with male jobs, I would:		
A. Permit my son to enroll in the program	18.0	26.8
B. Not permit my son to enroll in the program	2.0	2.3
C. Try to get my son to change his program choice to one usually associated with male jobs	10.0	15.8
D. Let him make his own decision	58.0	49.8
E. No opinion	10.0	1.9
F. Other	2.0	—
16. If my daughter wanted to enroll in a high school vocational-technical program not usually associated with female jobs, I would:		
A. Permit my daughter to enroll in the program	22.0	27.5
B. Not permit my daughter to enroll in the program	2.0	1.9
C. Try to get my daughter to change her program choice to one usually associated with female jobs	10.0	16.6
D. Let her make her own decision	62.0	49.0
E. No opinion	2.0	1.9
F. Other	2.0	—

17. If my son and/or daughter were to choose between enrolling in a college level vocational-technical program and a 4 year college degree program, I would:

- A. Encourage both to enroll in the 4 year college degree program.
- B. Encourage my son to enroll in the 4 year college degree program and my daughter to enroll in the vocational-technical program
- C. Encourage my daughter to enroll in the 4 year college degree program and my son to enroll in the vocational-technical program.
- D. Encourage both to enroll in the vocational-technical program
- E. Encourage both to make their own decision.
- F. Would not care
- G. No opinion
- H. Other.

Black	White
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26.0	19.2
2.0	.3
4.0	1.1
56.0	9.8
8.0	63.4
2.0	1.1
—	1.1
—	1.1

18. The following statements are some perceptions people have about college and vocational-technical education.

- A. A college education results in more successful, satisfying and higher paying jobs than vocational-technical education.
 - Yes.
 - No
- B. A college degree has more status than vocational-technical training.
 - Yes.
 - No
- C. I would want my child(ren) to get vocational-technical training rather than a 4 year college degree.
 - Yes.
 - No
- D. Vocational-technical jobs result in second rate jobs.
 - Yes.
 - No
- E. There are more opportunities to advance with a college education than with high school vocational-technical training.
 - Yes.
 - No
- F. Blacks need to be better qualified than whites to compete equally in the job market.
 - Yes.
 - No
- G. Whites need to be better qualified than blacks to compete equally in the job market.
 - Yes.
 - No

26.0	33.6
70.0	62.6
60.0	21.1
32.0	58.5
26.0	9.8
60.0	79.6
22.0	56.2
70.0	33.2
58.0	10.9
28.0	79.2
68.0	9.8
24.0	80.0
6.0	34.7
82.0	50.9

		Black	White
18.	H. More job opportunities exist for blacks who have a college degree rather than vocational-technical training.		
	Yes.	42.0	34.7
	No	48.0	50.9
	I. More job opportunities exist for whites who have a college degree rather than vocational-technical training.		
	Yes.	36.0	34.0
	No	50.0	52.0
	J. There are more jobs for college graduates than for vocational-technical program graduates.		
	Yes.	32.0	28.3
	No	54.0	59.6
	K. There is less discrimination against blacks in the regular high school than in vocational-technical schools.		
	Yes.	20.0	4.5
	No	66.0	76.6
	L. Vocational education discriminates against blacks when selecting students for the better training programs.		
	Yes.	24.0	3.4
	No	58.0	80.8
	M. Students who take vocational education in high school can't get into college.		
	Yes.	8.0	10.2
	No	78.0	74.3
	N. College level vocational-technical programs are no different from high school vocational-technical programs.		
	Yes.	38.0	29.4
	No	46.0	49.4
			85

For adults and post-secondary students the sample size by category is:

Black Vocational	32
Black Non-Vocational	23
White Vocational	96
White Non-Vocational	125

For the parents, the calculations were based upon these samples:

Black Parents	50
White Parents	265

The parent sample is significantly lower than the student sample, but the results seem not inconsistent with the general findings of this study. The appreciable smaller parent sample was due to the lack of return of the parent surveys by the student. The other two populations had a high rate of return, due mostly to the survey administration methods used to collect the data. In any event, the results do seem to be accurate and not inconsistent with previous studies. However, interpretation of the results in this particular survey, should be made with caution because of the limited number of counties, schools and students which comprised the sample.

After a review of the results, individual readers will probably draw their own conclusions. The project coordinator encourages each person to perform analyses and determine if these results are applicable to their general population. A person may wish to administer the surveys to their own student and parent populations, as they are or with modifications, and compare the local results to the results of this study. This process is encouraged in order for more accurate and locally meaningful conclusions to be made.

Conclusions of Study

By no means does this particular study prove that discrimination is non-existent in vocational-technical education programs in West Virginia. However, the results of this study does enlighten its readers as to some problems and concerns that are not restricted to any race in particular. Given the data at hand, one would be safe to assume that overt racial discrimination is not prevalent in West Virginia vocational education programs, at least in those areas in which the survey was conducted. This does not positively rule out the fact that there may be discriminatory practices still in operation, just that the surveyed populations do not perceive discrimination to be a major deterrent to those participating in vocational-technical education programs.)

(One areas that warrants attention is in the realm of public perceptions of vocational-technical education. This remains a problem and is in no way race specific. Although much work in the area of public relations has been performed in recent years, all populations surveyed felt that more and better information concerning vocational education should be available to them. How this is accomplished lies in the authority of the local school districts, but more emphasis should be placed on pre-vocational programs as well as the efforts to inform the public in general as to the opportunities available to them.

Even though race was not considered to be an issue with the respondents, (more could and should be done to recruit blacks and other minorities into the skilled crafts areas.) Because of the small numbers of blacks in the trade and industrial skill occupations, role models for the black students continue to be fairly invisible. This is not the fault of the vocational schools as much as a historical problem, and efforts apparently are being made to overcome these problems. To cite a specific policy or develop a structured approach to resolving the difficulty is not the intent of this study, but given the information contained

in this document and the wealth of data available in each community, individual plans of action to increase the interest and enrollment of all students in vocational education would be appropriate.

As we progress into the 1980's, the question of race, at least in the minds of many students, is becoming less and less of an issue. The strides made in the 1960's and 1970's towards the equalization of opportunities has impacted upon many student's beliefs about the issues of race. Rather than concentrate on any particular race, a suggestion from this researcher would be to better inform and educate the students and public in general as to the advantages and disadvantages of publicly supported vocational-technical education. As long as equal opportunity to participate exists, the emphasis should be on helping people decide whether or not to participate in a program, regardless of race. Affirmative action types of programs for a specific race would not seem to be necessary or appropriate, based on this study. However, there is a need to have a better informed population so that decisions by students and parents are made in the best interests of all concerned parties.

Others may draw similar or dissimilar conclusions based on what has been reported. This study does not portend to be an exhaustive, State-wide investigation but did attempt to identify and collect relevant data from those persons who participated in the study. The impact of this study on vocational-technical education programs will be, in all probability, on a local rather than State level.

APPENDIX A
COUNTY SCHOOL ENROLLMENT DATA

Appendix A

County School Enrollment Data

County	Total ^a Student K-12	Black ^a	% ^a Black	Total ^b Voc/Sec. 9-12	Black ^b Voc/Stu.	% ^b Black	White ^b Voc/Stu.	% ^b White	Adult ^b Voc.	Black ^b Stu.	% ^b Black	White ^b	% ^b White
Barbour	3,295	33	1.00	1,157	10	.86	1,126	97.32	0	0	0	0	0
Berkeley	9,315	388	4.16	1,715	105	5.67	1,715	92.60	44	1	2.27	42	95.45
Boone	6,384	62	0.97	1,080	4	.37	1,072	99.26	100	1	1.00	98	98.00
Braxton	2,310	20	0.86	743	3	.40	727	97.95	2	0	0	2	100.00
Brooke	6,386	67	1.05	1,281	16	1.25	1,257	98.13	0	0	0	0	0
Cabell	20,466	1,037	5.07	2,575	164	6.37	2,366	91.88	117	4	3.42	112	95.73
Calhoun	1,761	2	.11	346	0	0	344	99.42	0	0	0	0	0
Clay	2,603	0	0	571	0	0	568	99.47	0	0	0	0	0
Doddridge	1,594	1	.06	297	0	0	295	99.33	0	0	0	0	0
Fayette	12,813	1,566	12.22	2,123	225	10.52	1,860	87.61	15	0	0	0	0
Gilmer	1,612	0	0	242	0	0	240	99.17	0	0	0	0	0
Grant	2,144	34	1.58	292	4	1.37	287	98.63	1	0	0	1	100.00
Greenbrier	7,814	512	6.55	1,937	100	5.16	1,828	94.37	29	5	17.24	24	82.76
Hampshire	2,433	19	.78	569	2	.35	561	98.59	8	0	0	8	100.00
Hancock	8,911	302	3.39	1,476	61	4.13	1,398	94.72	0	0	0	0	0
Hardy	2,235	48	2.15	615	5	.81	610	99.19	0	0	0	0	0
Harrison	15,665	288	1.84	799	6	.75	789	98.75	0	0	0	0	0
Jackson	6,011	0	0	1,179	0	0	1,175	99.66	13	0	0	13	100.00
Jefferson	5,861	832	14.20	671	113	16.84	553	82.41	1	0	0	1	100.00
Kanawha	48,344	3,175	6.57	8,320	638	7.61	7,555	90.80	496	60	12.10	428	86.29
Lewis	3,721	3	.08	586	0	0	584	99.66	0	0	0	0	0
Lincoln	5,189	2	.03	1,180	0	0	1,180	100.00	15	0	0	15	100.00
Logan	11,843	635	5.36	2,711	171	6.31	2,484	91.63	32	1	3.12	30	93.75
McDowell	12,498	2,509	20.08	1,652	407	24.65	1,241	75.12	63	13	20.63	50	79.36
Marion	12,392	575	4.64	1,688	92	5.45	1,575	93.20	45	0	0	45	100.00

Appendix A (Continued)

County	Total ^a Student K-12	Black ^a	% ^a Black	Total ^b Voc/Sec. 9-12	Black ^b Voc/Stu.	% ^b Black	White ^b Voc/Stu.	% ^b White	Adult ^b Voc.	Black ^b Stu.	% ^b Black	White ^b	% ^b White
Marshall	8,326	31	.37	1,457	6	.41	1,442	98.97	0	0	0	0	0
Mason	6,053	25	.41	1,254	4	.32	1,246	99.36	5	0	0	5	100.00
Mercer	15,202	1,276	8.39	1,649	95	5.76	1,545	93.69	35	1	2.86	34	97.14
Mineral	5,932	230	3.88	1,204	60	4.12	1,204	94.13	93	7	7.53	86	92.47
Mingo	9,453	326	3.45	1,110	17	4.35	1,682	95.03	0	0	0	0	0
Monongalia	11,008	253	2.30	1,457	36	2.47	1,396	95.81	100	6	6.00	93	93.00
Monroe	2,415	23	.95	685	6	.88	675	98.54	0	0	0	0	0
Morgan	2,213	36	1.63	401	10	2.49	387	96.51	0	0	0	0	0
Nicholas	6,222	0	0	1,994	0	0	1,986	99.55	2	0	0	2	100.00
Ohio	9,407	407	4.33	1,735	98	5.65	1,615	93.08	3	0	0	3	100.00
Pendleton	1,602	63	3.92	255	10	3.92	244	95.69	0	0	0	0	0
Pleasants	1,810	0	0	171	1	.58	169	98.83	0	0	0	0	0
Pocahontas	2,018	15	.83	485	2	.41	478	98.56	0	0	0	0	0
Preston	6,809	19	.28	1,072	7	.65	1,064	99.25	3	0	0	0	3
Putnam	8,163	3	.04	1,791	4	.22	1,774	99.05	0	0	0	72	100.00
Raleigh	17,338	1,737	10.02	1,994	242	12.14	1,731	86.94	131	21	16.03	110	83.97
Randolph	6,053	40	.66	1,017	3	.29	1,003	98.62	9	0	0	9	100.00
Ritchie	2,330	0	0	466	0	0	460	98.71	0	0	0	0	0
Roane	23,259	0	0	698	1	.14	692	99.14	1	0	0	1	100.00
Summers	2,889	135	4.67	549	36	6.58	511	93.08	1	0	0	1	100.00
Taylor	3,497	25	.72	666	8	1.20	654	98.02	7	0	0	7	100.00
Tucker	1,807	0	0	520	0	0	511	98.27	31	1	3.22	29	95.56
Tyler	2,567	0	0	432	0	0	931	99.77	0	0	0	0	0
Upshur	4,469	6	.13	618	1	.16	613	99.19	0	0	0	0	0
Wayne	10,391	2	.02	2,017	1	.04	2,016	99.96	0	0	0	0	0

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Appendix A (Continued)

County	Total ^a Student K-12	^a Black	^a % Black	Total ^b Voc/Sec. 9-12	^b Black Voc/Stu.	^b % Black	^b White Voc/Stu.	^b % White	^b Adult Voc.	^b Black Stu.	^b % Black	^b White	^b % White
Webster	2,719	0	0	629	0	0	623	99.05	6	0	0	6	100.00
Wetzel	5,179	1	.02	939	0	0	933	99.36	6	0	0	6	100.00
Wirt	1,244	0	0	428	0	0	428	100.00	1	0	0	1	100.00
Wood	20,988	290	1.14	2,373	24	1.01	2,339	98.57	34	0	0	34	100.00
Wyoming	8,763	139	1.47	1,597	34	2.19	1,543	96.62	90	0	0	90	100.00
James Rumsey	2,546	59	2.22	2,325	42	1.81	2,280	98.06	221	17	7.69	203	91.85
So. Branch	328	8	2.44	275	7	2.54	268	97.46	53	1	1.68	51	96.27
Tri-County	330	0	0	326	0	0	322	98.77	4	0	0	4	100.00
Arch Moore	414	0	0	257	0	0	257	100.00	157	0	0	155	98.73
United Career	609	5	.16	514	3	.58	499	97.08	95	2	2.10	93	97.90
Calhoun-Gilmer	325	1	.31	302	1	.33	301	99.67	23	0	0	23	100.00
PRT	333	0	0	322	0	0	320	99.38	11	0	0	11	100.00
TOTALS	403,726 (K-12)	17,132 (K-12)	4.16 (K-12)	72,647	2,946	4.06	69,041	95.04	2,174	141	6.48	2,015	92.67

a - 1975 Racial Ethnic Census
b - 1978-1979 Enrollment Figures

APPENDIX B
POST-SECONDARY ENROLLMENT DATA

Appendix B

Post-Secondary Enrollment Data

	Total Under-graduate Students	Black Stu. & % of Total	% Black Stu. in Career/ Tech.	Black Career Tech. & % of Lower Level Stu.	White Stu. & % of Total	% White Stu. in Career/ Tech.	White Career/ Tech. & % of Lower Level Stu.	Career/ Tech. Stu. & % of Tot. All Races	Black Career/ Tech. & % of Total	White Career/ Tech. & % of Career/ Tech.
Marshall	8185	447		37	7488		1176	1230	37	1176
		5.46%	8.28%	1.08%	91.48%	15.71%	22.26%	15.03%	3.01%	95.61%
Greenbrier	330			3			17	20	3	17
			N/A	.91%		N/A	5.15%	6.06%	15.00%	85.00%
Bluefield	2383	372		127	1993		701	838	127	701
		15.61%	34.14%	8.29%	83.63%	35.17%	45.76%	35.16%	15.15%	83.65%
Fairmont	4576	118		21	4410		1084	1110	21	1084
		2.56%	17.80%	.69%	96.37%	24.58%	34.45%	24.26%	1.89%	97.66%
Glenville	1672	40		1	1587		183	184	1	183
		2.39%	2.50%	.13%	94.92%	11.53%	23.08%	11.00%	.54%	99.46%
Shepherd	2743	60		5	2672		281	286	5	281
		2.19%	8.33%	.35%	97.41%	10.52%	19.51%	10.43%	1.75%	98.25%
West Liberty	2679	42		0	2569		83	83	0	83
		1.57%	0 %	0	95.89%	3.23%	5.86%	3.10%	0	100.00%
W. Va. Tech.	3237	208		68	2825		823	899	68	823
		6.42%	32.69%	3.02%	87.27%	29.13%	36.56%	27.77%	7.56%	91.55%
W. Va. State	3664	768		84	2833		376	470	84	376
		20.96%	10.97%	4.21%	77.32%	13.27%	18.84%	12.83%	17.87%	80.00%

Post-Secondary Enrollment Data

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APPENDIX C
EXPRESSED PARENTS OPINIONS

EXPRESSED PARENTS OPINIONS

Please write any opinions you may have about vocational/technical education, especially those related to the quality of education, student selection, discriminatory practices, and the strengths and weaknesses of the existing programs.

1. If a student chooses to go to a vocational school I think the school should be independent and not associated with other county schools. All of the basics should be offered at this school. The students now take English at his or her high school and is then transported to the vocational school and then receives a grade average from both schools which is compared with students that remain at the high school and take chemistry, trig, foreign languages, and etc. There is no comparison in the education being received, yet, it is receiving the same credit.
2. I don't believe that the student is given a complete chance to learn all phases of the trade he is studying.
3. For anyone who does not wish to go to college, but wants good job training, vo-tech can not be beat.
4. I just know my children enjoy it, so it must be a good school. I think both my son, (machine shop) graduated last year, and my daughter, (electronic) still in the school, have learned a lot and to do this the school must be a good school. Both got the class they want to learn in.
5. From personal experience with my son, I think vo-ed education is great. My son was unhappy in high school until he began the course at vo-ed. I do feel more students should be enrolled if there is more room in the new building for Cabell County. The L.P.N. course is great but needs to greatly expand for the Huntington area. Boys in the field of auto mechanics should be encouraged to continue their education beyond high school. I'm sure this applies to other fields as well.
6. Not enough people (including myself) know much about the vocational-technical training available in this area.
7. The only fault I have to the vo-tec system in our county is that there are not enough classes offered. Also if a class is filled some students never get to enroll in the field of study that really interests them. I feel that more classes are needed and more experienced personnel are needed to give every student equal opportunity.
8. Since I, as a parent, believe children should be able to choose the field they are most interested in. I really do not know very much about vo-tech training but from all I've heard, if they plan to use the training then it's fine. But, so many children seem to use it as an "easy way" to graduate. The quality of education in Mercer County appears sufficient to the best of my knowledge.
9. In Mercer County the classes (except nursing) does not meet the needs of the area (industry).

10. The only thing I can say is that my son took drafting at our vocational school, had very good training and was able to secure a very good drafting job upon graduation. I think vocational training is very good, especially for students who are not college oriented.
11. I think the business classes, as follows should be offered to the Vocational Technical Center, which are typing, shorthand and etc. as complete groups, as it use to be offered.
12. I want what's best for my children as well as others.
13. No opinion because I am not informed enough.
14. I have mixed emotions about v/t education and how the child feels about it, especially from his peers.
15. Vo-tech in my opinion is a great asset to the school systems. I'm all for it. Keep up the good standards of education offered there. Many boys and girls have benefited from it. I'm for kids learning and developing trades to use in the future.
16. I know nothing of the vo-tech school, no opinion.
17. None of my children go to vo-tech so I really couldn't give you any idea of what is going on there. I have a son who plans to go to vo-tech next year and my husband and I are encouraging him.
18. Feel it is a very good way of preparing students who for whatever reasons are not going to college, to make their way in the adult world. Do feel that through the combined discretion of teachers, counselors, parents and students, that the opportunity to attend vocational-technical education classes should be offered to junior high students if so desired, as well as senior high students.
19. This survey doesn't tell the true story of the vocational-technical school. There are many students and parents who feel only "dummies" go to vocational-technical school. This will be the big problem to overcome, also a lot depends on the student himself or herself on what they want out of life.
20. Children must learn more and more in order to survive. This includes brain power and hand power. I as a parent encouraged the boys to take advantage of vo-tech along with their college. This produces a happier, healthier adult.
21. I have 23 years medical experience. I only know about the many things that vocational rehabilitation has done for people. If this program is like what they offer, I think it would be nice to have every person who cannot go to college to take vocational training because it would be very helpful to train people for jobs.
22. Student selection too limited.
23. I really need to discuss this with someone since I haven't had the opportunity to do so until now.

24. It seems that often minority students are steered by counselors' toward vocational-technical education even though their strengths may lie outside the subject areas covered in the program.
25. A vocational program will make the student feel he is growing up and I don't feel that they feel like it is school. A lot of the young people want to learn a trade especially those who have been taught the value of money. The kids need something in their favor especially those who can't go to college if they want to survive in this world. I want my children to be able to get a good decent job, one they will be able to survive with if need be.
26. Try to recruit more teens to take vocational education in high school, so they can find out what fields they are qualified for.
27. We have seen students with college degrees who have worked hard and long to get them and then not been able to find employment in a lot of their fields. Our son goes to a high school vocational-technical school and we are thrilled that he does, it has helped him a great deal. If our youngest son or our daughter chooses to go then we will certainly encourage them.
28. It seems to be a very good program. My sons have taken courses at a vocational-technical school, and they seemed to enjoy it. My daughters have not taken any courses at this school because of their own choice.
29. Vocational classes are good.
30. We think you are doing a fine job.
31. I don't think vocational-technical training is for everyone but there are a great number of people it is for. A lot of students aren't interested in college. A good vo-tech school is needed.
32. I don't know of any discriminations. Some students are simply not the studious type and should have the opportunity to attend vocational classes where they can find their potential. There would be less high school dropouts if an interesting and informative curriculum in the vocations was provided. Some (one or two) v/t courses don't have qualified teachers.
33. I feel that vocational-technical schools are a very good way to get a good skill without going to college.
34. Qualified instructors should be the key to a successful vo-tech program. Job placement and student selection should be a major role of the counselor. I find no discriminatory practice in Kanawha County's two vocational schools. Pre-vocational experiences has been an asset to our students when they are ready to make their vocational choice.
35. I think that vocational-technical education is good for all students who want to know more about their field that they want to get into in college.
36. I think the program is great, keep up the good work!

37. I think vocational-technical education school is a great opportunity for all students. I fully recommend it.
38. I feel vocational-technical education schools are great for anyone of any race who truly seek an education or trade. The teachers at Ben Franklin are super and very helpful to anyone trying. However, I feel there are too many students who attend only to get credit for being there, and do not feel it is fair to the teachers. I've attended both vocational and college classes and find the same problem with all races on scholarships. I have also attended practical nursing classes at Garnet where over half our class who were welfare students whose full way was paid for while the other half of us paid our way. Yet the welfare students got all the breaks. I don't feel there should be any difference made. If they can't make it without extra help and money they don't make it when they go to work in the hospital, someone still has to carry them.
39. I like vocational-technical education. It is good for a student to gain confidence in himself and his abilities, as I think some students would never consider a higher degree in education if not for places like Ben Franklin. I realize its limited and some do pick it to have a trade so to get a good paying job and fail. To me I would like to think half of the students taking high school vocational education would consider going to a higher degree after they graduate.
40. Too many of our students graduating from high school do not have the finances or desire to attend college and, therefore, in search of a job accepts the first offer for which he/she may not be fully satisfied. It is my belief, without reservation, that with a sound, comprehensible, in-depth program through training by vo-tech education would enhance a brighter future for these job seekers to gain employment in a field for which they are best adapted and trained for. I further believe that the results of this type training would not only be beneficial to the h.s. graduate to obtain more gainful employment with a much higher pay scale, but would be equally beneficial to employers in the private sector in finding qualified, trained applicants to fill job openings more expediently. No doubt you are aware of the tremendous amount of monies the U.S. Government is paying employers to train new employees. The burden of cost to the employer and Government could be lessened considerably with the adoption of above recommendation.
41. I think that the teachers need to have more patience with the students. I feel that if the teacher is having a problem with one of my children then they should contact me and we will deal with it.
42. I think vocational schooling is a great opportunity for all students. I find no fault in this type of education.
43. Ben Franklin is quality, with quality education.
44. For this to be a high school vocational class, my son seems to be receiving a good working knowledge of the occupation he has chosen. My son says there are 3 blacks in his class and they receive the same work assignments and there is no discrimination.
45. Should let 9th graders enroll in vocational-technical education.

46. I think that vocational education is good for students who do not want to attend college. Students have a better chance at a higher paying job if he or she attends college rather than a vocational school. The supervisors of certain jobs are now looking for a person with a Bachelor of Science Degree or Masters; however, in vocational school you only receive a certificate and that's it. I would encourage my child to attend college for four years, so when he or she gets out he or she will have a chance for a job at a higher position.
47. John Taylor is a nice teacher. He takes the time with all his students, black or white. I'm black and I'm speaking for myself, John Taylor is a smart man. I've accomplished and learned a lot in my two years in Refrigeration and Air Conditioning at Ben Franklin Career Technical Center.
48. Gives students a chance to better themselves if parents are unable to send them to college.
49. Vocational-technical education is very important if it meets the needs of the individual. However, I did not feel your survey asked proper questions for determining any existing problems.
50. It would appear that the enrollment of blacks in some programs would be difficult because of the influence of some trade unions and their traditional bias against blacks/minorities. I would encourage my son/daughter to enroll in a vocational high course/program along with the pursuit of courses designed for college preparation because I would like he/she to learn a trade and complete college.
51. I don't know anything about it.
52. I think the vocational-technical program we have in our area is very good. A lot of student I know who have gone to v/t have gone on in this field. My son has and my daughter is planning to. As far as student selection, any person in 11th or 12th grade may attend. We have very little discrimination.
53. I don't know too much about vocational-technical education.
54. I think vo-tech can be great for your people if it includes a wide variety of programs and training. Not every boy wants to be a welder farmer and not every girl wants to be a secretary or nurse. The vo-tech school in Grant County does not offer nearly enough programs for young people or adults.
55. I think vocational-technical education is very good, as it gives an opportunity to learn a job without going to college.
56. I am glad for the vocational schools because some of the students have a chance to stay in school where they have these facilities. All children don't learn on the same level. I am in favor of the vocational schools.
57. Our vocational school does not discriminate against any student, neither by sex, race or choice of program. The programs, though rather new, seem to be good and are getting better.

58. The students in our school do not have the equipment or materials to work with in their vocational-technical classes. The teachers are not trained well enough to teach the students as they should be. The students learn very little about the actual training for a job. Vocational-technical education would be wonderful if students had good teachers and the necessary materials to work with.
59. In my opinion the vocational-technical education is a very good program and I have no complaints or ways I would change it.
60. My children like vo-tech and so do I.
61. I believe we need better qualified teachers or teachers who are interested in the work they are supposed to do instead of someone just wanting a paycheck.
62. I do not know much about vocational-technical education -- just what I've heard on TV. I really can't say anything constructive or destructive since I don't have first hand facts.
63. My way of thinking, it is good.
64. The program doesn't offer job placement services where students could work in real life places and learn to budget checkbook.
65. I think that a vocational-technical education school is a good thing if that is what they want to do. In all your questions you asked me what I wanted my kids to do, it's not what I want to do it's what they want to do. You all are doing a good job, keep it up.
66. Vocational-technical is a good way to start your career.
67. I think a student gets well trained and learns what she needs for a job in vocational school unless she wants to go into something else that needs a college education.
68. I am too uninformed to give an opinion.
69. I think vocational-technical education is the best course that can be offered to students, not as expensive as college. A lot of students or young people don't want to go to college but this way they get good training and are able to get good paying jobs and can support themselves. It makes them proud and makes them feel good about themselves to have a skill of their own. College isn't for everyone but this education would give everyone a chance to learn if they so desired. We have a daughter in college but I believe she would have done as well if she had entered a vocational school.
70. The only bad thing I have heard about h.s. vo-tech programs is that the poorer students are encouraged to enroll, even if they are not interested in the program. I think a genuine interest should be manifested by the student.
71. I really know very little about the vocational-technical education. Our children are very interested in completing at least a 4 year college education so I've had no reason to check on other educational opportunities.

72. Requirements for a high school diploma strongly favor the academic student. Many students have problems with "book learning" but are quite skilled in many vocational-technical areas. Yet many of these students are never permitted to graduate from high school because they have not been able to pass certain "required" courses. To require vocational students to pass the same English, math, science, etc. courses as college bound students makes no more sense than to require all students to pass courses in welding, plumbing and auto mechanics before graduation.
73. Don't know too much about this program but would like to know more.
74. I have a cousin who teaches nursing at vocational school. She said most of the girls are dropouts and don't really seem to care. My husband is an electrician and has worked in the vo-tech at Kingwood, Morgantown, etc. He would not want his son or daughter to go. Most of the kids are there to get out of class or just fool around. The electrical apprentice school there is around 500 who go 2 nights a week for 4 years. Possibly, the 10 highest make it into the electrical field but they do know what to do. Most of the kids going to vo-tech just put in time and never really make anything of themselves. I know this to be true in Grafton, Morgantown and Kingwood. A lot of them are just there to get out of school classes. This isn't our idea of an education.
75. I don't know much about the programs offered in this survey, but all I have heard is good. I'd be proud for my son and daughter to enroll in it. Wish they had this when I was coming up. I think it helps kids fulfill a goal in life that they want and can't afford otherwise. Selection on the best.
76. I think it is a very good field if you want to get into it. I don't think that they would never turn a child down just because they were black or if they were even white. It gives the ones that aren't sure, to go and see if they want to do that certain thing.
77. I support high school vocational training.
78. I like this kind of education for a student that doesn't want to go to a 4 year college. I think they can really get good training for a job.
79. This is our first experience with the vocational program. We feel that it will help our son to decide what field he wants to work in after graduation. We have heard good reports about the program and feel it is a good thing.
80. Many high school students cannot afford to attend college. The training and different types of vocations which are related in our high schools help many young men and women to carry out a work week which otherwise without training they could not do. I personally think it is to the best of interest to our different schools to have and participate in vocational education training programs.
81. I must plead a certain ignorance to vocational-technical education.

82. I regret that at the time my son wanted to enroll in vocational-technical training not enough teachers were available to include everyone in the program in his school.
83. I really have very little information about vo-tech.
84. I do not know enough about the vocational-technical school to have an opinion. Vocational-technical schools, in general, can be of great value to a school system and a community if the quality of teaching is good.
85. I'm not terribly well-informed with regard to vocational education. However, I do perceive a great need for it and for the skills that our society needs that can be provided by it. There are too many students wasting their time in both college prep programs in high school and later on in college. They'd be happier (and we'd all benefit more) if such students invested their time in vocational type education. This is not to say that reading, writing, and arithmetic (mathematics) should be neglected. These areas are so important in order for an individual to understand today's world and to communicate effectively with others. I believe students should be encouraged to undertake the type of education that suits their interests and talents ...and whether college or vocationally oriented, if they perform well and are successful in their work, they should be well rewarded. I do know there are significant deficiencies in normal high school college prep curricula in terms of skills and knowledge required to earn certain grades or promotions. I can't comment on this aspect of vocational education. I hope it's not as bad.
86. I am not very familiar with vocation or colleges.
87. How can one talk about something one knows nothing about?
88. I don't know much about this, but I feel sure that vo-tech education should be supported even more than it is to provide top quality vo-tech education for even greater quantities of students. I have a feeling there are numerous youths in this county who are dropouts but could profit from vo-tech also kids who are erroneously college bound. (I know at least one professor who wishes he were a plumber and with reason.)
89. Suggestions: 1) I feel the survey should be dated. 2) I feel the survey should be taken only of people knowledgeable about vocational-technical programs.
90. The vocational-technical programs at Brooke High School, as well as throughout the county, are well-related to student and community need. They enjoy superb administration and generally well-qualified teaching personnel.
91. I am not that familiar with the vocational-technical education provided in our local schools.
92. I believe the student selection is first come first served, I don't believe there is discrimination in selection. I'm satisfied with the vo-tech center in all ways.

93. I am a widow and have one son, a sophomore in high school. He has expressed a desire to enroll in vocational-technical education and I am encouraging him. My husband was, before his death, a general foreman in Weirton Steel. He had men with A.B. Degrees working for him as janitors because their chosen fields did not pay a living wage. He encouraged our son to enroll in a vocational-technical course in which he could learn a trade and become independent. I would, of course, encourage him to follow the academic course if he had a natural "bent" for law or medicine or another profession that required a degree.
94. I really haven't heard too much about the difference between the two schools lately, but I know that the college is not the school it used to be. When the teacher lost control of the classroom, that's when the quality of education went down.
95. I think it is a very good program.
96. Vocational-technical education is a fine alternative to college. In the job market today a person who is technically qualified has as good if not better chance of getting the job as a college graduate. The only problem is that in the job market today minorities have a preference of others regardless of their education. It is reverse discrimination.
97. I don't understand why such a big issue is being made concerning race. Vocational-technical training should be available to anyone who is not interested in going to college but wants a chance to establish some type of career.
98. Since I know so little, I can't give opinions on strengths or weaknesses. To my eyes it is kids outside on streets goofing off and telling how easy it is. Why was I selected when I know so little. Can tours be available for common folk (when students aren't advised of their coming)?
99. If a family is financially able to send their child or children to college and the child's grades would be such that they could consider higher education, I would consider encouraging a college education. If a child has a learning handicap and yet shows talent in a vocational field, I would feel equally satisfied in sending him to a vocational school. Both types of education are vital to our present society.
100. Do not know enough about our school's vocational-technical education strengths and weaknesses to give a good opinion. My son is a sophomore and is taking college prep courses. I hope it continues. If he later changes to a technical field, there will be no shame in this either.
101. A person well-trained in a technical field is in high demand. Industry depends on this person to keep going and with experience thru the years can aid greatly with suggested improvements. If college education can be added to technical training, openings to better jobs are unlimited. We need both college and technically trained people. One is of little value without the other. Together there is no end to what can be accomplished.

102. Generally, I believe high school vo-tech training is inadequate. A number of factors contribute: 1) By the time a high school student is prepared academically to benefit from vo-tech training--only one year or two at the most remain in their 12 year schooling--not enough time to thoroughly learn a technical trade. 2) The asinine regulations of the State Board of Education generally exclude many top quality instructors from teaching by reason of certification demands. 3) Salaries are often unattractive--an electronic engineer earning 15 to 25 dollars per hour or more is unlikely to accept a teaching position except from generosity and then only on an hour or two a day basis. 4) Facilities and equipment are generally inadequate. 5) Requirements for both instruction and graduation are very low compared to what is demanded on the job. 6) The vo-tech school should demand at least completion of grade 10 before a student can enter--then in many areas provide thorough training for at least 4 years. This means that the vo-tech school would be functioning as the last 2 years of high school instruction and 2 years of junior college. It should be able to confer associate degrees in vo-tech training and should also be available for qualified adult students. 7) The stigma of second class education reserved for vo-tech education must be removed, but it must be removed by the quality of vo-tech education which means much improvement by the schools. 8) The funding must be increased. 9) Wasted bureaucratic paper stuffing eliminated. 10) Re-evaluation of the worth of vo-tech as an educational vehicle must take place among school administrators. If it does, we may find fewer college type germs, NFL type football fields, and better prepared graduates. These are only a few areas of needed attention in my opinion.

The structure of this survey could be much improved particularly in word choice and question intent. The wording and structure convey bureaucratic mentality to me. Perhaps it's necessary for you to investigate racial prejudice among parents, but I find it unnecessary and unworthy. Racial prejudice does not belong in decision making on whether to attend a vo-tech school. If one wants to determine the extent of prejudice or belief that prejudice exists in vo-tech schools, one would best survey those of different races attending such schools. Finally, I have been critical in some segments of this survey. I hope the criticism is justified. It has been given with the intent of future improvement--not with the intent to degrade or ridicule.

103. I feel the vocational-technical program is a good one. College suits some persons but not all. I feel it gives students a choice. There is a place for everyone and each profession has its' merits. The happy person is the one who finds the right place for him/her. This is why I think the program is excellent. It gives students a chance to discover more available opportunities.
104. I like the programs they offer. It makes school much more enjoyable for students by giving them a choice while learning a trade that will be beneficial in years to come. Gives them an idea what it is like working through life and not going on to college to hide behind a book. Also, I've seen pride taken with these students--they are proud of what they learn and how they intend to use their knowledge. The vocational programs are to be congratulated for all their efforts and visible success.
105. I know very little about the subject but I do intend to find out more.

106. As I stated, I regularly interviewed and discussed with vocational-technical school students and proceeded to successfully place them in a job. I found maturity, good G.P.A., skills well developed, and the Personnel Director of local companies were receptive to interview and possibly hire. In looking back, I have found a large percentage I placed did outstanding work and were usually advanced when the opening was available. The secretarial grads from technical schools were skilled in a higher capacity than those with a 2 year Associate Degree. Usually typed 20 or 30 w.p.m. more, shorthand much faster, and training of actual office procedures and all around office protocol were far better for the technical school grad compared to the 2 year Associate Degree grad. The tech school grad knew use of office machines by experience. I found the computer science field tech grad did just as well as the 2 or 4 year degree grad.

Of course, there is a difference in every student, but I believe the vocational-technical student has a goal in mind toward future employment that shows planning. Not all, but some of the college grads I worked with did not even have preparation to secure a job. The field they chose sounded fun, easy or "far out". They were not prepared to assume work in certain fields and often had to return to classes and take several more hours of school in order to be eligible for certain jobs. Many I know have a Master Degree and are working at jobs requiring basic knowledge and few skills. Example: Guard (\$3.85/hr.), sales work (minimum wage), and so many others I could name that is nothing else but a payday to payday existence. I'm for a college degree (if used) but I'm for vocational-technical schools, so many more students could have a future.

107. I think vocational-technical education is good for children that really want to learn. To me it is in between high school and college.
108. The answers of YES and NO on question 18 A. to N. have many differences. A. and B. would depend on what major or course the student had taken. D. is definitely a NO. C., E., and J. are questionable.
109. I feel that it is a very good program. I feel that it should be encouraged more. It has made my son a very good and top machinist and my daughter will be getting a very good job when she graduates this year. I wish something like this program had been around when I was young, I would have taken it.
110. I have never been over to the vocational-technical school so I have no opinion on their strengths or weaknesses.
111. I feel that the existing program is a very good one. Also, that greater efforts should be made to encourage those students who may be potential "dropouts" to pursue this phase of education.
112. Teachers are not qualified to teach, due to the low pay scale of teachers, quality teachers are working on a job they are trained for and not teaching. Students don't learn enough in school to qualify them for employment with industry. A lot of students take a vocational course because it's an easier course to pass.

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